DOCUMENT RESUME

ED 329 284 IR 053 479

TITLE IFLA General Conference, 1990. Division of Libraries Serving the General Public: Section on Public Libraries; Section of Children's Libraries, Children's Literature Documentation Centres, Round Table; Section of School Libraries; Section of Libraries for the Blind; INTAMEL, Round Table; Mobile Libraries, Round Table. Booklet 3.

INSTITUTION International Federation of Library Associations, The Hague (Netherlands).

PUB DATE Aug 90

NOTE 278p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). Booklet 3 contains 13 papers. Fifteen additional papers are included in this document. Some papers have faint type or filled letters.

PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC12 Plus Postage.

DESCRIPTORS African Literature; Blindness; *Bookmobiles; *Childrens Libraries; Childrens Literature; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Interlibrary Loans; International Organizations; *Library Administration; *Library Services; Library Technicians; Literacy Education; Older Adults; *Public Libraries; *School Libraries; Student Experience

ABSTRACT

The 28 papers in this collection were presented at meetings of four sections and three round tables within the Division of Libraries Serving the General Public: (1) "Rural Community Information Services: Guidelines for Researching Need, Setting Up Services and Evaluating Performance" (Elaine Kempson); (2) "Library Activities at the Workplace" (Birgitta Modigh); (3) "On-the-Job Library Service" (Evgenija Ponomareva); (4) "Center for Children and Adolescents Books--Children's Libraries" (Elga Cavadias-Hatzopoulos); (5) "Literacy and the School Library: Librarians and Teachers Together against Illiteracy" (Christina Stenberg); (6) "Literacy and School Libraries" (Blanche Woolls); (7) "The Philosophy behind International Interlending and Its Implications for the Visually-Handicapped" (Graham P. Cornish); (8) "Interlending Audio Books for the Blind: Current Access and a Call for a Common Forum" (Thomas J. Martin and Henry B. Paris, Jr.); (9) "Listening to the Culture: Librarianship for a New Age" (John S. Smith); (10) "The Development of Library Technicians: A Review of Experience in Selected Countries" (Ian M. Johnson); (11) "Mobile Library Services as a Functional Unit in Public Library Systems: The United States Context" (Leena Siitonen); (12) "Mobile Library Services as a Functional Unit in Public Library Systems: The Brazilian and the United States Contexts" (Rosa Maria de Sousa Lanna); (13) "Book Boat Service in the Archipelago of Stockholm" (Kjerstin Thulin); (14) "Performance Measurement in Context" (Nick Moore); (15) "Measuring the Performance of Public Libraries: A Test of Nick Moore's Draft Manual" (Kenneth Sparr); (16) "Measure the Performance of Public Libraries and Your Planning Will Be Easier, More Rewarding--and More

Successful" (Anna-Lena Hoglund); (17) "System Change--Model Change" (Jeno Kiss); (18) "Mission Possible: About Children's Libraries and Cooperation between Public Libraries and Schools in Sweden" (Malin Koldenius); (19) "Cooperation between Public and School Libraries in Norway" (Ellen Oyno); (20) "My Experience as a Student of Librarianship in Finland..." (Hamalwa Henock N.); (21) "Documenting African Children's Literature" (Virginia W. Dike); (22) "Cooperation between the Public Library and the School Library" (Jytte Christensen); (23) "Mobile Library Services in Kenya" (S. K. Ng'ang'a); (24) "How To Provide Elderly and Disabled Persons with Library Service through Health Care Staff and Associations for Disabled" (Brita Molin); (25) "The Evolution of Library and Information Services for Special Groups..." (William Anderson); (26) "Services to the Elderly: At Home and in the Library" (Heleen Wagenarr); (27) "Filipino Community Organizations in Melbourne (Australia): Information and Library Needs" (Radha Rasmussen); and (28) "Multicultural Librarianship in Japan" (Hiroshi Kawamura). (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

56th IFLA
GENERAL CONFERENCE
STOCKHOLM, SWEDEN
18–24 AUGUST 1990

ED329284

BOOKLET 3

DIVISION OF LIBRARIES SERVING THE GENERAL PUBLIC

SECTION OF PUBLIC LIBRARIES

Session 114 Tuesday 21 August 12:00–14:30

Rural Community Information Services: Guidelines for researching Need, setting up Services and evaluating Performance (54-PUBL-2-E)	Elaine Kempson, Taunton, UK
Library Activities at the Workplace (55-PUBL-3-E)	Birgitta Modigh, Swedish National Council for Cultural Affairs, Stockholm, Sweden
On-the-Job Library Service (28-PUBL-1-E)	Evgenija Ponomareva, USSR Ministry of Culture, Moscow, USSR

SECTION OF CHILDREN's LIBRARIES. CHILDREN's LITERATURE DOCUMENTATION CENTRES. ROUND TABLE

Session 126 Tuesday 21 August 15:00–17:30

Center for Children and Adolescents Books – Children's Libraries (61-DOCCHIL-1-E)	Elga Cavadias-Hatzopoulos, Center for Children and Adolescents Books, Athens, Greece

SECTION OF SCHOOL LIBRARIES

Session 93 Monday 20 August 10:30–13:00

Literacy and the School Library: Librarians and Teachers together against Illiteracy (48-SCHOOL-2-E)	Christina Stenberg, Swedish Library Association, Library of Skinnskatteberg, Sweden
Literacy and School Libraries	Blanche Woolls, School of Library and Information Science, University of Pittsburgh, Pittsburgh, Pennsylvania, USA

IR 053 479

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A.L. Van Wesemael
TO THE EDUCATIONAL RESOURCES

BEST COPY AVAILABLE

SECTION OF LIBRARIES FOR THE BLIND

Session 125 Tuesday 21 August 15:00–17:30

The Philosophy behind international Interlending and its Implications for the visually Handicapped (63-BLIND-1-E)	Graham P. Cornish, IFLA Office for International Lending, Boston Spa, UK
Interlending Audio Books for the Blind: current Access and a Call for a common Forum (64-BLIND-2-E)	Thomas J. Martin and Henry B. Paris, Jr, Library of Congress, Washington DC, USA

INTAMEL. ROUND TABLE

Session 137 Wednesday 22 August 08:30–11:00

Listening to the Culture: Librarianship for a New Age (82-INTAMEL-2-E)	John S. Smith, Cumbria County Council, Carlisle, UK
The Development of Library Technicians: a Review of Experience in selected Countries (81-INTAMEL-1-E)	Ian M. Johnson, School of Librarianship and Information Studies, Robert Gordon's Institute of Technology, Aberdeen, Scotland

MOBILE LIBRARIES. ROUND TABLE

Session 98 Monday 20 August 10:30–13:00

Mobile Library Services as a functional Unit in Public Library Systems: the United States Context (42-MOBILE-2-E)	Leena Siitonen, Graduate School of Library and Information Studies, University of Rhode Island, Kingston, Rhode Island, USA
Mobile Library Services as a functional Unit in Public Library Systems: the Brazilian and the United States Contexts. (1) Mobile Library Services: a Brazilian Scenario (43-MOBILE-3-E)	Rosa Maria de Sousa Lanna, Brazil
Book Boat Service in the Archipelago of Stockholm (41-MOBILE-1-E)	Kjerstin Thulin, County Library, Stockholm, Sweden

INFORMATION CENTER (EHIC)

54-PUBL-2-E

Rural Community Information Services Guidelines for researching need, setting up services and evaluating performance.

Elaine Kempson
Acumen, Taunton, Britain

Abstract
Recent years have seen a growing awareness of the importance of information services that meet the needs of rural communities in developing countries. This prompted the IFLA Section of Public Libraries to convene a small working group which met at the 1987 IFLA conference in Brighton. The group recommended that a project should be set up which would promote and assist the development of such community information services. The first stage of the project was a literature review to establish the state of the art and provide guidelines on the development of rural community information services. This paper summarises the guidelines in three main areas;

- Analysing community needs
- Establishing appropriate services
- Monitoring and evaluating performance.

Recent years have seen a growing awareness of the importance of information services that meet the needs of rural communities in developing countries. This prompted the IFLA Section of Public Libraries to convene a small working group which met at the 1987 IFLA conference in Brighton. The group recommended that a project should be set up which would promote and assist the development of such community information services. The four stages of the project are:

- A literature review to establish the state of the art and to provide guidelines on the development of rural community information services.
- Research in a small number of locations to establish the nature, scope and extent of the need for community information services.
- Establishment, monitoring and evaluation of a small number of experimental services.
- Dissemination of the results.

This paper summarises the draft guidelines which were prepared from the literature review. The intention is that they will be tested and refined at the second and third stages of the project.

They are intended to assist librarians, community development workers, cultural officers and others who are trying to set up information services in rural areas. The aim of the services is to help people to deal with the problems which they face in the course of their daily lives and to participate in the development of their societies.

The underlying philosophy of these guidelines is that a participatory approach should be taken. That is, the local communities themselves should play an important part in analysing their own needs, establishing the service and monitoring and evaluating its success.

The services which result from these guidelines should be appropriate to local needs and they should form an integral part of the community they serve. To achieve this it is necessary

for the services to be developed by people who are:

- Known to the community and considered by that community to be appropriate people for the work.
- Chosen by the community, or who at least work with the acceptance of the community.
- Introduced to the community in ways which satisfy all the traditional and current political protocol requirements.
- Constantly present in the community providing help and attention.

It is important to stress these points. The services we are attempting to develop can only succeed if they grow up as part of the community and if they are owned by the community. This calls for sensitivity, commitment and identification on the part of the workers helping to establish the services.

Finally, it is worth making the point that these guidelines concentrate solely on the provision of information. The importance of traditional library services is not denied – it is simply outside the scope of the guidelines.

Analysing community needs

The first stage in the establishment of a rural community information service is a thorough analysis of the needs within the community. There is always a temptation to move quickly to the establishment of an actual service. It is important to resist this. If the service is to be successful, it is necessary to spend a considerable amount of time and effort working with the community to identify what their needs are.

The review of research has indicated that the nature of the information needed in rural areas varies from community to community and that in most cases people meet their information needs by talking to friends, neighbours and relatives. This does not provide sufficient detail to enable the service to be planned and it needs to be supplemented by the collection of detailed local information.

To collect the detailed information it is necessary to build up a picture of:

- The community to be served – the community profile
- The primary information providers in the community – the information providers' profile
- The information needs of people in the community and the extent to which they are being met – the information needs profile.

To collect the information for these profiles it is necessary to undertake some research. As with all the other stages in the development of the information service it is important to involve the community in the design and conduct of the research.

The community profile.

The aim of the community profile is to enable the project workers to get to know the community as a whole. The profile should cover the community's socioeconomic and political features, its culture and traditions, its leadership and power structure, its economic potential and how its resources are distributed and the nature of its local institutions and decision-making processes.

To achieve this it helps to divide the task into three parts:

- A description of the environment
- An analysis of the population
- An understanding of how people in the community spend their lives.

To collect information about the environment, or the context within which the community exists, it is worth starting by trying to identify and obtain copies of national or regional plans.

Try also to identify national or regional agencies which may collect and store information about the community.

Try to identify and obtain relevant reports or surveys. Try also to arrange interviews with planners and administrators. Spend time talking to key people within the community.

All these sources of information will provide a picture of community and the context within which it exists. They will, however, give an official or formal account of the situation. It is necessary to complement this with a view from the position of someone who is not in authority. To obtain this attend informal meetings in the community; talk to ordinary people at their meeting places, at work and when they are at leisure. Try to see things through their eyes.

The section of the community profile which is concerned with the environment might contain information on the following topics: patterns of settlement and land use; the economics of the community and the nature of employment; transport and communications; utilities and services such as electricity, water and sewerage; facilities such as shopping, health services and leisure facilities, and local government and administration.

The next part of the community profile concerns the population in the community. To obtain this information, start with the most recent census, if one exists. This will provide the basic framework of information. It will be necessary to build on this framework, collecting more detailed information about the community in question. To do this try to identify reports and surveys which contain relevant information. These may have been produced by government departments, nongovernmental agencies or community development organisations.

Try to collect information on the following topics: the size of the population; its ethnic composition; levels of education and, particularly, levels of literacy; health; income levels and the distribution of income; housing; employment, and the cultural background of community.

The information about the community's environment and the analysis of the population will, however, provide only part of the picture. Experience shows that it is vitally important to get to know people in the community – to appreciate not only their physical circumstances and social and political environment, but their beliefs, traditions, values and psychological outlook, their life style and the daily demands on their time and energy. What do they worry about if they cannot sleep at night?

Information of this kind can only be obtained slowly by getting to know the community and the people who live their. It will be necessary to make informal contact, to talk, to observe and above all else, to listen.

Developing a community profile could become a major task on its own, taking years to compile. It is important, therefore to keep the work in perspective. Be quite clear why you are collecting the information – it is to build up a basic picture of the numbers, lifestyle and needs of the people in the community and it will be used to design and to plan the development of the service. The secondary purpose of the process is every bit as important – it is to begin the process of participation by local people and to see needs through their eyes.

To make the task manageable, keep things simple and collect only the information which is essential. If more detail is needed it can be added later. Too much information will confuse rather than clarify the situation.

The information providers' profile

No information service exists in a vacuum. It is important to have a clear picture of existing information provision before any steps are taken to plan a new service. This should include both the formal channels for information provision and the informal traditional ways of information exchange.

It is perhaps easiest to start with the formal channels. These could include the information provided by government services, non-governmental organisations, the mass media and traditional sources such as traditional courts or village elders.

Most of these should have been identified through the community profile. Establish contact with each of the information providers and arrange a meeting or an interview to gather information on the following aspects of the service:

- Who provides the money for, and manages the service?
- What is its prime objective?
- Is there a permanent office in the community or are visits made by extension workers?
- When is the service available?
- How many staff provide information and what training have they received?
- On which subjects do the staff give information?
- In which formats is the information provided?
- How many people do they provide information with each year?
- Is there a mechanism for feeding information back from local people as well as to them?
- Where do they get their own information from?
- What contact do they have with other information providers?

Interviews with traditional, or informal, information providers should focus on their role in the community, the people to whom they provide information, the subject matter and the format of the information and the method by which it is provided.

The information collected in the interviews and meetings should be supplemented by impressions of the services gained from discussions with individual members of the community.

The information needs profile

It is very difficult to assess people's need for information but an attempt to do so must be made if the community information service is to be relevant. The review of the literature indicates that there are many ways of attempting to assess information needs. It is possible, for example, to learn a considerable amount from the community profile and the profile of information providers.

The community profile will indicate areas of social need. Low levels of literacy, for example, suggest that there is a need for information about literacy programmes. Similarly, high levels of infant mortality could suggest that there is a need for information about health, nutrition and sanitation.

The information providers' profile will also indicate different needs for information. In the discussions with information providers a picture should have emerged of the gaps in information provision and of the areas where the information providers themselves feel that they are unable to meet all the needs with which they are faced.

While these two profiles can give much useful information they are unlikely to provide a full enough picture. There is no substitute for a community survey which sets out specifically to identify information needs.

When planning such a survey, it is necessary to be clear about the nature of the information needs which are being surveyed. It is possible to survey information needs in different ways by asking people about different types of information needs:

- Perceived needs. It is possible to learn a lot by simply asking people what information needs they think that they have. The best way to do this is to allow people to say what they consider to be their main needs and then to prompt them by asking about the information they need in particular subject areas such as health or education.

The problem with perceived needs is that people are frequently unaware that they need information. This may be because they do not see that information can be used to solve a problem which they face – they may simply not appreciate that there is a solution to the problem.

- Actual needs. Another way to explore information needs is to ask people about the information which they have actually needed over the last month or year. Here it is worth noting that for many people "information" is a rather vague concept and it is often more helpful to ask them whether they needed to find an answer to a question, solve a problem or to make a difficult decision.

  It is important to use a timescale which relevant to the experience of the people being surveyed. One month is quite a short time, and might exclude many information needs. Equally a year may be a long time for some people unless the timescale can be related to something like a harvest or a wet season.
- Hypothetical needs. Here information needs are explored by asking people what they would do if they needed information about a particular problem or situation. This may give a good picture of the strengths and weaknesses of the existing information services.

  The problem with asking about hypothetical information needs is that it is necessary to select problems and situations with which people can identify. Even then, many people find it difficult to respond to a hypothetical situation.
- Existing information services. Much can be learned about information needs by asking people about the use they make of the existing information services and about their views of the services.
- Preferred ways of meeting needs. Finally it is possible to ask people how they would most like to satisfy a perceived or an actual need. This approach has the advantage that the responses are not restricted to the services which are already provided. The limitation is that people often find it difficult to think of or to describe services which are outside their experience.

  The main benefit of this approach is that it is the one which is most likely to identify ways of building upon existing informal methods of acquiring and exchanging information.

It is important to stress that these approaches are not mutually exclusive. Indeed, it would be sensible to use more than one in any survey to get the fullest possible picture.

There are three main research methods which can be used for a survey of community information needs: self-completed questionnaires; interviews, and group discussions. Before deciding upon which method to use, it is worth beginning with some informal discussions in the community to ensure that the survey approach adopted is best suited to the community.

These discussions should be held with each of the main groups in the community, taking care not to exclude anyone. Discussions should be held with women as well as with men, with members of all ethnic and caste groups, with farmers as well as commercial and industrial workers.

Having introduced the idea of a survey in this way and having gained the acceptance of the community, it is possible to begin the design of the survey. The first question to answer is which of the three research methods is to be used.

Self-completed questionnaires

These surveys are very common in developed countries, but they are likely to be of limited value in most rural communities in developing countries unless levels of literacy are very high.

If questionnaires of this kind are used they should be short and designed so that they are very easy to complete. Careful thought should be given to the sequence of questions and to

the ways in which they are linked together. Ideally respondents should be required to answer each question in turn.

The questions themselves should be kept as simple as possible and should use words and language with which the people will be familiar. Questions should be of the closed type – that is, the respondent should be able to answer by choosing between a limited number of alternatives. Open questions, where the respondent is asked to write in an answer, are less likely to obtain a response and are much more difficult to analyse.

The success of the questionnaire will improve if it is carefuly designed. It should look attractive and should encourage the respondent to spend the time necessary to complete it.

Self-completed questionnaires are administered in four stages. Having designed the questionnaire it is always worth pre-testing it with a small number of people who can suggest ways in which it can be improved. It is also worth pilot testing the revised version of the questionnaire. In a pilot test the questionnaire is sent to a small sample of respondents to check that it can be completed without difficulty and that it produces the information required.

Having pre- and pilot-tested the questionnaire the amended version can be administered. This is usually done by post with a personal covering letter which explains the purpose of the study, who is carrying out, what the results will be used for and stressing that the information supplied will remain confidential. The questionnaire should give a date and an address for the return of the form and a stamped addressed envelope should be enclosed.

Once the return date is passed it is usual to send reminder letters to those who have not returned the form.

The other major point to consider is sampling. If statistically reliable and generalisable data is required then a random or probability sample will be needed. In such a sample everyone in the community has an equal chance of being included and, if the sample is sufficiently large, the replies should provide a true representation of the views of the community as a whole. Where such precision is not required a purposeful or opportunity sample can be used. In these samples people are selected from different groups in the community in order to cover a range of community needs.

The whole question of sampling is a complex one and there is insufficient space to deal with it satisfactorily here. It is strongly recommended that an experienced research worker or statistician is consulted about this aspect of the survey.

The main advantages of self-completed questionnaires are that they are cheap, they can be used to survey a large number of people and, if the questions are designed carefully, there should be little scope for bias. Against this, they are alien to many cultures, they rely on high levels of literacy and the response rate is likely to be low.

Interview surveys

Interview surveys overcome many of the problems associated with questionnaires. In their most structured form, the interviewer simply reads out questions from schedule which looks very much like a self-completed questionnaire and records the replies by ticking the appropriate responses. Other interview surveys are much less structured and the interviewer will simply have a list of topics to be covered. These are much more difficult to conduct as the interviewer must encourage and control the flow of information, yet do so without introducing any bias into the interview. They also have to record the responses as they go along.

In many rural communities firmly structured interviews are neither appropriate nor possible. In such cases it is necessary to use an unstructured approach and to avoid bias by attempting to retain a neutral stance. The skill lies in being able to show interest in what is being said without becoming personally involved.

A problem arises with recording the results of interview surveys. The interviewer can only

write down a small proportion of what is said in the interview and in selecting and summarising the information recorded it is likely that some bias will be introduced. To overcome this many people use tape recorders. These have their own disadvantages. First, the equipment can, and does, break down. Secondly, tape recorders are not necessarily familiar to the people being interviewed and they may feel uncomfortable knowing that everything they say is being recorded.

Analysing unstructured interviews can be very difficult. It is seldom possible, or desirable, to have the complete tape recording transcribed. Instead it is necessary to listen to the tapes and to make notes which can then be analysed.

The main advantages of interview surveys are that they can provide a detailed understanding of needs and they will give a much higher response rate than selfcompleted questionnaires. They have clear advantages in communities where levels of literacy are low. The main disadvantage is cost. Interview surveys need a lot of time on the part of the researchers and this is always expensive.

Group discussions

Group discussions are another way of gathering the same type of information as the unstructured interview. With this technique, a small group of people – usually between six and eight – meet to discuss specific topics in a relatively structured way. The role of the researcher is to introduce each new topic in turn and to ensure that everyone contributes to the discussion. It is also necessary to control and to stimulate the flow of the discussion.

Group discussions are good for getting a detailed understanding of a small number of issues. Each discussion should last less than an hour and it is seldom possible to cover more than three or four topics. The discussions should be recorded and analysed in the same way as unstructured interviews.

Each of the research approaches has its strengths and weaknesses and it is often worth using more than one. Interviews, for example, could identify a number of key issues which could be explored in greater detail in group discussions. When designing the survey it is worth following these general guidelines:

- Involve local people from all groups in the community at all stages.
- Borrow techniques from other research studies and learn from their mistakes.
- Keep things simple and straightforward. Use techniques which themselves are uncomplicated and which are within the competence of the people undertaking the research.
- Do not collect too much information, restrict it to what is really needed. A simple study fully analysed and interpreted is worth far more than one which collects complex data that cannot be analysed.
- Bring in research experts where necessary to give advice on the design of the study, to provide training, to help with the survey itself or to assist with the analysis of the results.
- Be aware of the distortion which research itself can create. This is particularly important in communities where research itself is an alien concept.

Having conducted the community information survey a picture should have emerged which shows:

- The range of information needed by different groups in the community and the priorities which should be assigned to those needs.
- The existing formal providers of information and the extent to which they meet the identified needs.
- The main informal methods by which information is obtained and exchanged within the community.

- The different factors which will determine the design of the information service, such as the educational and literacy levels; the languages spoken; the periods in the day when people will be free to use the service; the most appropriate location for the service; the availability of transport and communications, and so on.

These results should be discussed with individuals and groups in the community. Not only does this provide an opportunity to check that the results, and the interpretation placed upon them, are valid, it also provides another opportunity to involve the community in the project and to reinforce their commitment to the eventual information service.

It should be possible at the end of this process to have a clear idea of the main groups in the community who have needs for information and the subjects and the nature of those needs. It should also be clear how the proposed information service will need to work alongside and build upon the work of existing information providers. Indeed one possible conclusion is that existing information providers already have adequate means of disseminating information to the local people and what is needed is a resource centre to supply them with appropriate information resources for their work.

Establishing appropriate services

It is impossible to say in advance what the most appropriate service will be for any community. Each service should be designed to meet the particular needs of the community and to fit in with the existing pattern of information provision. It is for this reason that so much emphasis has given in these guidelines to the assessment of community needs.

Once those needs have been assessed, however, it is possible to begin to design and to plan the development of the community information service. A number of basic principles should be followed during this design and planning process.

- Use a community development approach. It is crucial to accept that effective services cannot be imposed on communities, they must be set up from within the community itself. Further,the service should be designed so that it is managed and controlled by the community.
- Build on existing services. The existing information providers should be involved in the design of the new service and an attempt should be made to coordinated developments. In some cases the most appropriate information service might be one which meets the needs of other information providers, leaving them to provide the service direct to people in the community.
- Use a range of information formats. An information service intended for direct use by rural people cannot be based on printed materials alone. It should build on traditional patterns of information seeking, and this will mean using oral communication reinforced by poster, charts, photographs, slides, films, audio tapes and realia.
- Use active information workers. The workers must understand the information that they are handling and they must be able to interpret and apply that information to the particular needs of the user. They should be able to repackage information from government and other organisations into formats that are more appropriate to the villagers' needs. They should also record traditional knowledge.
- The information service should be two-way. The service should act as a communication channel from, as well as to, the local community. The service should enable the local community to feed back to government and others information on the impact of their policies and on areas of need not being met by policies or programmes.
- Learn from others. Build on the experience of others who have established rural community information services.

With these principles in mind, it is possible to begin the actual planning and design. Again it is worth emphasising that members of the community should be involved in the process. This involvement might be achieved through informal discussion groups or it might be more appropriate to establish a formal management group or committee.

The first task should be to specify the objectives of the service. These objectives should cover: the groups in the community that will be served by the information service; the subject areas on which information will be provided; the relationship with other information providers; the style of work of the service, and the extent to which the service will do more than simply provide information.

It will be necessary to decide on a management structure for the service, to locate suitable premises and to decide on the opening hours. The planning will also have to include a consideration of the number and type of staff that will be required and whether they will need training.

It is also worth at this early stage thinking about the information materials and equipment which the staff will need.

Finally, careful thought needs to be given to the financial element of the service. How much money will be needed and where will it come from.

Monitoring and evaluating performance

To ensure that an information service remains effective and that it responds to the needs of the community which it serves, it is necessary to monitor and to evaluate its performance.

The monitoring and performance system should be designed in accordance with eight basic principles. These are:

- Performance monitoring and evaluation should be an integral part of the management process.
- The measures used should relate performance to the needs of the community.
- The measures should assess performance within the limits set by the levels of resources available.
- Performance should be monitored in the context of the objectives of the service.
- Community information services provide an amalgamation of different services.
- The level of monitoring should be determined by the amount of detail required.
- Comparison is an essential aspect of performance monitoring and evaluation.
- Basic measures should be adapted to suit local circumstances.

The starting point should be the measurement of the resources used by the information service. The resources should be related to the size of the community served and figures should be expressed "per thousand population".

Information should be collected on the number of staff, their training and experience and their language skills. The monitoring process should also assess the extent to which the staff reflect the composition of the community.

The information resources should also be measured, both in terms of the resources available to the service and the capacity of the service to produce resources to meet the needs of the community. Finally the premises and equipment available for the service should be monitored.

Having measured the resources used by the service attention now focusses on the performance or output of the service. Here a range of different aspects of the service can be measured. The particular combination of measurements must be determined by the objectives of the service. The following range of possibilities should be considered:

- The range of enquiries. This will give a good indication of what the people in the community feel the service is good at doing.
- The number of enquiries.
- The number of people returning with a second enquiry. This is a good indicator of the extent to which the service is satisfying needs.
- The types of user. This shows whether the service is meeting the needs of all groups in the community.
- Detailed help and assistance. It may be worth recording separately enquiries which required detailed help.
- Information feedback. The volume of this work should be recorded.
- Resource centre work. Where the service aims to provide support to other information providers the extent of this work should be measured.
- Information work with groups. This is a significant element in the work of some centres and should be monitored.
- Repackaged information.The amount of work involved with producing new materials should be measured.

Measurement of resources and an appropriate range of outputs will provide a basis for the regular monitoring and evaluation of the service. This should be supplemented by occasional surveys to assess the attitudes and perceptions of people generally in the community, the users of the service and the providers of other services. Self-completion questionnaires, interviews and group discussions are the techniques which can be used to collect this information.

Evaluation can be a challenging and threatening experience for people working in a service and it is therefore important to involve them in the design of the monitoring and evaluation processes. They should be encouraged to provide a continuous flow of information about the efficiency and the effectiveness of the service.

The local community should also be involved in the evaluation. The final responsibility, however, must rest with the management group or committee.

Planning a community information service should be seen as a cyclical process which involves assessing the needs of a community; establishing objectives in the light of those needs; developing services which will enable the objectives to be achieved; providing services; monitoring and evaluating their performance; revising objectives in the light of performance and changed needs, and so on. Involving staff, management and the local community in this whole process will help to ensure that the community information service is appropriate to the needs of the community it serves.

Library Activities at the Workplace

Birgitta Modigh,
National Council for Cultural Affairs, Stockholm, Sweden

Summary
This paper deals with workplace libraries whose aim is to provide employees with recreation and free education, but does not deal with workplace libraries intended primarily to promote company production. The main focus is on workplace libraries in Sweden, the German Democratic Republic, France, Hungary and West Germany, and particular emphasis is placed on collaboration between workplace, trade union and public library.

Workplace libraries have their origins in different traditions and social systems. Two types of workplace libraries could on the whole be distinguished:

- those run by public libraries in collaboration with trade unions and companies,
- those run by trade unions and companies, possibly in collaboration with public libraries.

The former are found mainly in the Scandinavian countries, and Sweden in particular. The latter are found in eastern European countries, France and West Germany. Mixtures of both types naturally exist as well.

Introduction
Workplace libraries have their origins in different traditions and social systems, so that their ways of operating vary considerably. Difficulties arise already in attempting to define "a library at the workplace". With my frame of reference it is fairly obviously a collection of books available to everyone at a workplace, and intended for the instruction and recreation of employees. It is usually run by the local public library. Others may take it to mean a large, well equipped library run by a company or trade union. Perhaps it contains non-fiction concerned with the company's manufacturing processes.

Two years ago I was commissioned by the IFLA Section of Public Libraries to study workplace libraries in a number of countries. I began by sending a questionnaire to the Section's contacts. Already from these preliminary contacts it was clear that two kinds of workplace libraries could be distinguished. They were:

1. Workplace libraries operated by public libraries, and
2. Workplace libraries controlled by trade unions.

The former are found primarily in Scandinavia, chiefly in Sweden, the latter in Eastern Europe and France. It goes without saying that a mixture of both types also exist. A third variation is the workplace library financed and run by companies. I have excluded from this study every type of workplace library which is concerned only with company production, as this is a completely different area of activity. These libraries are not intended to provide recreation or free education opportunities, but aim at furthering and improving company production.

The replies to the questionnaires from the German Democratic Republic, France, Hungary and West Germany contained information about their organisations, the number of workplace libraries, funding, book stock, loans and personnel. I have in addition collected reports, newspaper articles and other material from these countries as well as from a few

others, such as the Nordic countries, USSR and Great Britain.

Through the courtesy of Budapest City Library and the Hungarian trade union SZOT, I was able to spend a week visiting workplace libraries and public libraries in Hungary, which was very instructive. I have also been able to visit France.

A more exhaustive presentation of the study is given in a special report published by the Natioal Council for Cultural Affairs. It contains statistics, examples of workplace libraries and more detailed descriptions of the work of the libraries. The following is a brief summary of workplace libraries in some countries. The USSR will be the subject of separate lecture.

Sweden

Culture and working life is the name of a report, published in 1980, from a joint study conducted within the framework of UNESCO collaboration. The report states that in all the six participating countries (Belgium, France, Hungary, Norway, Sweden and Yugoslavia) the contact between workplaces and libraries has been lost. Large groups have no contact with libraries. In several of the six countries this has led to a discussion between trade unions and libraries on how people at places of work might obtain books in a simpler way. This has long been the subject of discussion in Sweden. Surveys of reading and library habits had shown that members of the Swedish Trade Union Congress seldom visited a library or read a book. Workplace libraries proved to be an effective means of reaching new readers.

The Swedish model of the workplace library has its foundations in the public library but presupposes collaboration between trade union organisations and companies. Distinguished by their small size, flexibility and by being well-arranged, the libraries are easy to use, readily available and open. Unlike company-owned libraries, workplace libraries are intended for use by all employees, and aim to provide recreation, and free educational and cultural activities rather than support company product development.

Their ideological base is to be found in government objectives for culture, which states that the cultural policy should be "formed with regard to the experience and needs of neglected groups".

Many different models have been tested over the years. In some local authority districts the library has a high degree of responsibility for workplace libraries, and their staff issue the borrowed books on their weekly or fortnightly visits to the workplace. Other libraries function as an operational base by providing books and help to the book representatives from the workplaces. There is however considerable variation between the local authorities and the workplace libraries.

Book stocks are small, and almost invariably consist of deposit collections. They are however frequently renewed. In addition, many workplace libraries contain manuals on a more or less permanent basis, magazines, daily newspapers, cassette books and various aids for selecting books. Employees are given the opportunity of ordering books from the public library, and make considerable use of this facility. Other cultural activities are somtimes linked to the workplace library, such as the sale of theatre tickets, art exhibitions, study circles or the documentation of employees' own workplaces.

The number of workplace libraries is approaching 1.000, and are found in nearly 170 of Sweden's 248 local authority districts. Activities have expanded strongly during the 1980s, but there are of course still very few workplaces with access to a library.

Workplace libraries are chiefly located in the large local authority districts with over 30.000 inhabitants. Less than one third of the small districts (with fewer than 15.000 inhabitants) have workplace libraries. This is due partly to inadequate resources, and partly to there being less demand for them. Many of the smallest districts are typical rural areas with very few workplaces.

Three-part responsibility

In the beginning, public libraries had the main responsibility for workplace libraries, which was a natural outcome of the public library initiative that brought them into existence. They were considered to be the library's extended arm in a company, and in some cases there was an ambition to create a small scale traditional public library. Later, the emphasis of responsibility shifted to trade unions and companies, as a means of ensuring that the activity became more firmly established in the workplace.

It has often been a new experience for public libraries to collaborate with trade unions and commercial enterprises. Few Swedish libraries have had anything to do with sponsoring and thereby come in contact with private companies. Because of its collaboration with workplaces in the district, the library has sometimes been accorded another, possibly improved, status and a greater network of contacts.

Who pays?

The question of funding has lately grown in importance. Objections have been raised to part-financing by companies. The question has been raised as to whether a workplace library is not an obvious local authority function, and that with a view to the library's aims for outreach activities, it should therefore be natural to lend books at workplaces.

However, for some local authorities with poor economies, partial funding by commercial enterprises is a means of continuing the work. A growing number of local authorities have reached agreement – either oral or written – with companies on financial compensation for the library service.

Government subsidy

A government subsidy for workplace libraries has existed since 1975/76. Administered by the National Council for Cultural Affairs, the subsidy is intended for setting up a workplace library, and for developing those already in existence. It is paid over a three-year period, and some important conditions are attached: the public library itself must finance a reasonable share of the cost of the workplace libraries. They are to be planned and managed in collaboration between the public library, the company and trade union organisations.

In most cases the subsidy is a prerequisite for having any library activity at all at workplaces. They have developed in a very short period of time; in 15 years 170 local authorities have established workplace libraries. And another 30 were started but were then closed.

New readers

The proximity to books, the constantly changing and freshlooking book stocks, the simple method of borrowing and the influence exerted by interested colleagues all contribute towards recruiting new readers. A great number of personal interviews and written questionnaires have shown that many begin to read when books are easily accessible at the workplace. It has also been shown that people who had previously borrowed from public libraries often stopped doing so when they had books available at work.

At a number of workplaces the library is not run in collaboration with the public library. Some local trade union groups have elected to operate their own libraries. Others start their own in order to arouse interest in the activity, and seek collaborate with the public library after a few years.

Denmark

Although a number of libraries were established, some of which still exist, borrowing books at work has never been so well established as in Sweden. This is partly because the public

library system is so well established in Denmark. But new attempts are under way. A two-year project in Arhus, "The Library and Trade Union" has been set up on trade union initiative.

Norway
Several attempts to establish with workplace libraries have been made, including one in Nome where various types of collaboration between the public library and companies have been tested. Some form of library activity exists today at 35–40 Norwegian workplaces, mainly book deposits from the local public library.

Finland
During the 1970's, a number of public libraries tested the Swedish model for a workplace library. With few exceptions, this activity has largely ceased.

West Germany
There are mainly two kinds of "Werkbibliotheken" in West German workplaces – educational and free-time libraries maintained by the factories (employers) and supported by the trade unions, "Fachbibliotheken". These are research and education libraries, maintained by the factories to promote the employees in their work. I shall deal only with the "Werkbibliotheken".

The first workplace libraries were established in the middle and end of the 19th century. They acted as centres for adult education, but also had the social aim of preventing workers from visiting the pubs. Now – if maintained by the industries and supported by the trade unions – they are regarded as extremely important for adult education at work.
In the years following the Second World War workplace libraries expanded as part of the post-war reconstruction of society. In about 1950, there were som 2.500 workplace libraries, sixteen times as many as exist today.

Workplace libraries should function as

- information libraries
- communication centres
- reading promotion centres

Workplace libraries also play a part in the social life of employees; they are freely available to every category of employee and their families as well. Between 40–70 per cent usually make use of the libraries, and to this should be added the number of family members who are borrowers.

Experience in West Germany has shown that because of the great differences between public and private sectors, public libraries are unable to enter commercial enterprises. Companies are responsible for workplace libraries, as one of a number of amenities provided for employees. Standards vary considerably, depending largely on the financial status of individual companies. One of the library's more important objectives is to enable employees to develop their knowledge by reading non-fiction books.

GDR
Trade unions have been responsible for workplace libraries since 1953. Standards and operational regulations are centrally determined by Freier Deutscher Gewerkschaftsbund (FDGB). In 1968 FDGB entered into an agreement of cooperation with the Ministry of Culture whereby public libraries in some districts would run lending libraries in small companies. This collaboration with public libraries is not however very extensive. The widespread activ-

ity covering almost 700 libraries is run by union trained staff, and just over 900 are run by volunteers. Book loans in 1987 totalled 14.6 million.

As a rule, libraries are placed in separate buildings, with additional books sometimes placed in a canteen and on book trolleys. Book stocks are estimated to be 2–3 volumes per employee. A monitor on loans also acts as a check on readers: each loan is noted on a borrower's card.

FDGB requires all workplace libraries to have union trained librarians, but in practice many are union representatives. Besides lending books, librarians arrange exhibitions, lead debates and study circles on the subject of books and their contents. In addition, programmes with authors are arranged. This all takes place in working hours. Trade unions attach great importance to workplace libraries as a means of raising employees' cultural and educational levels.

France

French workplace libraries (Bibliothèque de Comité d'Entreprise/BCE) are run by company committees which include trade union representatives. The libraries are a result of negotiations between trade unions and employers and are equated with other social amenities to which they are entitled. A law regulating the entitlement of employees to culture at the workplace has been in force since 1985. French workplace libraries are reminiscent of those in Eastern Europe, but are not ideologically controlled. The arrival of parallel library systems was favoured by the relatively poor spread of public libraries.

Cultural committees

Cultural committees exert considerable influence on book stocks (size, composition etc). Opening times and availability vary considerably. Most libraries have special opening times during food breaks, and attempts are made to locate libraries near canteens. A library outside a workplace is less attractive. There is a growing need for trained librarians. Many libraries encourage reading in cooperation with professional authors and amateur writers.

Several attempts have been made to improve collaboration between workplace and public libraries. There are various ways in which it is organised; the Grenoble local library provides a joint service for 14 workplace libraries. A book bus drives to the workplace libraries. In Givors, a district with 20.000 inhabitants, 27 companies receive the book bus service. Cooperation already exists at regional and national level with the national book centre at Massy.

The Ministry of Culture and other institutions and organisations have supported workplace libraries in recent years, and taken a number of steps to develop them. The ministry is currently undertaking a survey of workplace libraries, and a report is expected later in 1990.

Hungary

Hungary has two parallel library systems: public libraries and the union-owned workplace libraries. Originating in different traditions, they have recently begun to move closer to each other, and to cooperate in some fields.

By long tradition, Hungarian workplace libraries are rooted in the trade union movement's desire to be responsible for educating their members. The unions are very involved in training (practical and theoretical), and elementary education, both of which are provided at workplaces. Cultural matters are an important part of union activities as well as members' leisure time activities. The union-owned libraries are mainly found in state-owned factories, but are also located in cooperatives and institutions such as hospitals. There are 5.000 workplace libraries in all, i.e. slightly more than the country's public libraries.

Workplace libraries have consistently smaller book stocks than the public libraries, and fewer loans are issued. This is felt to be because the small book stocks are only able to satisfy

beginners, and that the small amount of loans is because many are unused to reading and thus read fewer books. Nonetheless, the libraries are fairly large compared to the situation in Sweden. But this is due to the very large size of workplaces, and that books are exchanged less often.

Collaborating with public libraries

Every document about workplace libraries mentions collaboration or co-ordination with public libraries. Recent criticism has come mainly from the public libraries, that their very inadequate resources are being dispersed in an unfortunate manner. Borrowing has declined at workplace libraries in the last few years, and resources have dwindled. The flow of information between the two types of libraries does not work well. Despite this, there are reasons for abstaining from collaborating, such as the public libraries' lack of resources, and their being without any natural contact at workplaces.

It is unlikely that there will be a complete merger with the public libraries in the near future. On the other hand, co-operation at local level occurs. In effect, this means that in some areas, such as a mining district or rural area, a union-owned library receives compensation from the local authority to function as a public library. The same is true for some libraries in very large companies.

Talk of a possible merger with the public libraries led the Hungarian trade union SZOT to issue new recommendations for workplace libraries in 1986. These stated that trade unions should continue to be responsible for the libraries. They should be organised to become industrial libraries as well as continuing with their educational tasks. Combined industrial and workplace libraries should be created. Libraries should provide even stronger support for occupational training at workplaces than hitherto. All kinds of media should be made available (including phonogram) at every level.

A gradual reorganisation took place in order to adapt to the new objectives. Every library is part of a network with 34 central libraries, 145 district libraries and a large number of local libraries, most of which contain small deposit collections and are without their own book stocks. The underlying idea is that small libraries should receive more support than the large ones. This means that the central libraries coordinate some public relations activities (book weeks, literary competitions etc), provides professional advice, supervises the activities and also lends deposit collections which are regularly exchanged. The central libraries' role as centres of methodology is very strongly emphasised.

Cultural activities

As a rule, workplace libraries and so-called "activists" (book representatives) have a number of tasks apart from their purely library work. As employees of the trade unions or, in some cases, the companies, they act as teachers to the people at the workplace. They arrange study visits, exhibitions, literary competitions, cultural days, act as secretaries to their company's cultural committee, sell books, coordinate the company's in-house information and much else, which gives them an important social function at the workplace. Nonetheless, their most important task is to keep the library open as much as possible.

On-the-job Library Service

Evgenija Ponomareva
Chief, Library directorate, USSR Ministry of Culture, Moscow, USSR

I. There is an extensive network of on-the-job libraries functionin in the USSR. It is a progressive branch (a time-saving information system) with a primary task of promoting the efficient use of libraries for the benefits of management, science, industry and social maintenance.

The State library system providing on-the-job service consist of 130,000 public libraries and 65,000 scientific and special libraries. Affiliated to these libraries, there are 32,000 libraries arranged and financed by trade-unions. Special libraries supplying literature in particular fields comprise 35,000 scientific, 1500 agricultural, 1000 University, 500 medical and 140,000 Ministry of Education libraries. Scientific and public libraries affiliated to the Ministry of Culture act as focal points for the monitoring of all libraries' activities. They strive to coordinate their service activities by developing co-operative plans, creating joint information centres, carrying out common programmes and encouraging cooperation of on-the-job libraries.

The five-year programme on library service of West Siberian oil-industry complex workers adopted in 1985 is an example of regional cooperation.

Ivanovo region local bodies adopted a common plan on medical literature propagation for on-the-job information service of medical institutions. It is being realized by public libraries together with medical libraries and information agencies, hospitals and medical colleges.

Public and pedagogical libraries pursue cooperation in information service to meet the teachers demands. Information agencies emerge on the basis of state public libraries within the framework of cultural and sports establishments. State and tradeunion libraries functioning at enterprises tend to be united in interdepartment library systems to coordinate their activities on library service of workers.

Though mutual collaboration of libraries witnesses a remarkable development, there is an objective need to improve on-the-job information service. Funcions of users' groups in different regions may vary. In places where departmental and trade-union libraries are properly organized, they provide on-the-job library service, whereas state public libraries function as coordinating points. At the same time, enterprises these libraries belong to, find it economically reasonable to cut down libraries' activities. In this case, on-the-job service functions are mostly performed by state public libraries. Some enterprises run to extremes to close their libraries and try to cooperate with public libraries. All this is resulted in furthering the role of state libraries in their on-the-job service.

II. Information service for government officials and deputies is generally provided by state universal and public libraries. Preliminary data on information availability in libraries, preparation of annotated lists of literature on prearranged subject, information bulletins compilation, literature acquisition for users needs are included in information service. All the information is rapidly supplied to readers. Besides, the so-called "experts days" for officials and deputies are being held. They are monthly arranged to offer book exhibitions, reviews of bibliographies and books currently received, bibliographical references and consultations. Similar activities are promoted during meetings and conferences of specialists.

Control bodies are generally served by public libraries together with control bodies libraries whose book stocks are not so large.

Recently the libraries affiliated to executive committees have been liquidated or listed up under universal scientific libraries who arrange their own delivery stations attached to executive committees. Libraries independence as a result of improved relations between control bodies and libraries leads to the paid information service. The most effective organisation of information service for Soviets can be illustrated on Byelorussia example.

III. Information service for managers and experts calls for a close cooperation between public and special libraries. It is caused by the specific character of information inquiries this category of users makes. They are mostly in need of scientific and technical literature, special documents available only in special libraries. It deserves mention that only 15 per cent of state library users are graduates of high schools and colleges. To improve readers service, plans and programmes on mutual collaboration among on-the-job libraries are being adopted. Local bodies approve regional programmes to foster scientific and technical progress.

State public libraries possess card files of economical and social reference of a region where the needs of regional institutions are fixed. State universal libraries have special departments, sectors of technical, agricultural, medical literature for serving managers and experts. Ciose collaboration between libraries and professional social entities have been progressing.

Libraries try hard to carry on researchers in anticipation of possible inquiries and build up information database to provide on-the-job library service for managers and specialists. For that purpose, delivery stations and information services are being arranged at enterprises and institutions. There is also a loan department lending materials to individuals with similar demands. "Experts days" on specific subjects are monthly being held for that group of users. There are two ways defined in individual service: selective dissemination of information and differentiated service of managers. According to them, a user can get a list of recent acquisitions, information review bulletins, materials the reader needs. In every group of users there is a person appointed to assist a librarian's activites, that is to make on the spot specification of inquiries, etc. For registration needs in the library there functions a reference bureau comprising borrowers and subjects union card file, individual and corporate information users card files.

Currently special attention has been focused on serving agricultural experts. Since 1980 a network of special village libraries have been expanded, departments of scientific and technical information in public libraries installed, territorial libraries mergings created for agricultural managers and specialists.

IV. On-the-job library service for township or village inhabitants is carried out by state public and trade-union libraries with holdings available for that purpose. Professional literature as well as fiction and other literature are accessible for workers in their job places.

The growing demand of the community have been taken into account by librarians.

According to statistical survey, 90 per cent of required literature is fiction, more than 60 per cent comprise social and political literature, 20 per cent – technical literature. Over 80 per cent of skilled workers use literature concerning their professional activites. As it was stated by sociologists, workers prefer to get books in their job places rather than go to libraries.

As a rule, state public libraries have delivery stations in job places, bookmobiles and book peddling in villages. Special and trade-union libraries dispose of premises and holdings for on-the-job service. Besides, delivery stations are arranged in remote places.

Since early 1980 a team loan have been put into practice according to which a certain

amount of literature is delivered to a worker's job place. In this country there function 20 thousand team loans that make up to 90 per cent of workers be involved in reading. To promote more effective reading, librarians help workers make recommendatory lists of literature. Among on-the-job service activities are weeks and months of book popularization, book exhibitions, reviews and talks, reports on new bibliographies, etc.

Summing it up, we can say that on-the-job library service has been expanding from the conventional, passive approach to readers to more active, extensive service. In serving workers, it is essential to grasp various demands including needs in leasure literature. Managers regard it as a primary way of improving workers' intellectual level and one of the means of seeking enterprise's prestige. A future outlook in promoting the efficent use of on-the-job library service is the introduction of computer systems.

Center for Children and Adolescents Books – Children's Libraries

Elga Cavadias-Hatzopoulos
Center for Children and Adolescents Books, Children's Libraries
Athens, Greece

Abstract

Greece is a small country with a great history. The urbanization trend which began in the nineteen sixties has led to a deterioration of rural life and a gradual loss of historical and cultural tradition. In the last decade an attempt is being made to re-activate life in the countryside. Within this framework, twenty-two children's libraries were created in remote villages and degraded urban areas. The creation of the Center for Children and Adolescents Books was based on the need to co-ordinate these libraries.

The Center has three sectors of activity: (1) the organization and supervision sector, (2) the publishing sector and (3) the research sector. Although the libraries are organized on a decentralized basis, there is constant feed-back to and from the Center. The first sector includes two of the Center's important functions: (a) the selection of books to be sent to the libraries, made by specialized staff, and (b) the preparation and dispatch of monthly programs on current issues. The second sector aims at complementing rather than competing with the existing market of children's books, by bringing out specialized publications on the subject, such as our bulletin, doctoral theses, etc. The research sector includes a much needed research library on issues related to children and children's books.

Our aim is that there should be constant and mutual feedback between the Center's theoretical and research activity and its everyday practical application in the children's libraries.

This project is primarily financed by a great friend of Greece, Madame Anne Gruner Schlumberger, as well as by the Ministry of Culture and the local Authorities.

Before entering the subject of today's talk on the Center for Children and Adolescents Books and children's libraries, I would like to point out certain peculiarities of Greece's situation. Greece has an area of 132.000 sq.km. and a population of 10 million. The spoken language is Modern Greek. We live in a small land with a disproportionately great history: as you know, the whole of western civilization has its roots in the civilization of classical Greece. Living in a country that feels the weight of such an important heritage, one finds that its assimilation into contemporary culture has certain peculiar outlets. In remote villages you may come across people who know neither to read nor write, but who, as soon as they start telling stories, leave you spellbound with the power and fascination of their narrative. At that moment you realize that you are in the land of Homer.

The concentration of population in the large cities, a trend aggravated after the Second World War, is another of our country's peculiarities and threatens to destroy this age-long assimilation of history and tradition by the simple people. The urban way of life is dominant and the problem lies in the fact that there is no policy of urbanizing the rural population "on site" by granting greater powers to the small and middle-sized urban centers. The emigration of the rural population occurs mainly towards Athens, whose population today numbers approximately 4 million; towards Thessaloniki, with a population of nearly a million; and to foreign countries. The large regional centers such as Patra (pop. 150.000), Volos (pop.

170.000), Iraklio and Kavala are less favored by this massive emigration, and even less so are the smaller provincial centers.

In the sixties, 145 small towns which constitute the economic and social basis of rural regions fell into decline. Even the middle- and large-sized urban centers present a stagnant or barely increasing population throughout the country. One third of the population has settled on 5% of the Greek territory, whereas one half of the population covers only 15% of the soil. The result of this concentration in the large cities is the unbalanced distribution of the population and its activities, the over-centralization of nearly all the economic, social and cultural functions in the large urban centers, and the deterioration of the small provincial towns and the rural population.

It is only in the last decade that an effort has been made to apply a policy of retaining the population in the provinces by reorganizing and activating the countryside in order to achive higher standars of living.

The creation of our research center falls within the framework of this policy. Our project actually started off on a regional basis.

We created our first children's library in a degrated industrial area, Elefsina. Its appeal and success were great.

Following this experiment, we proceeded to create twenty-two children's libraries in the Greek province (map). The villages were chosen on the basis of being small and usually having a total lack of cultural activities. The libraries were set up in co-operation with the Ministry of Agriculture and the agricultural co-operatives. The position adopted was that, at the beginning of their operation, they should be attached to a local institution directly involved with village life, such as the agricultural co-operative.

As soon as the library network began to work, there was an immediate need for the creation of a center which would co-ordinate the twenty-two libraries. So the moment came to move from the province to the large urban center.

The Center covers three areas of activity:

- the first includes the organization and supervision of the children's libraries;
- the second is the publishing sector which includes the publication of the journal "Children's Libraries".
- the third is the research sector which, at this moment, includes the research library.

A. The organization and supervision of Children's Libraries

As we mentioned above, the Center for Children and Adolescents Books controls a network of twenty-two model children's libraries, unique in the whole of Greece.

The organization and co-ordination of these libraries is done from the Center which is situated in Athens. Our principal consideration and aim is that these libraries should have high working standards, offering to their localities a different way of approaching books and reading. Furthermore, our ambition is that these libraries should constitute cultural centers for the local population. We also try to maintain a constant connection between the libraries and the village communities. And, of course, our major concern is that they should work as places where children can gather, feel comfortable, express themselves freely, exchange their ideas and messages, form their own local communities, just as their fathers have the coffee-shop and their mothers their front doors – a meeting place which makes itself felt in the whole village through its activities.

The libraries are open every day except Sunday and Monday, 2 p.m. to 8 p.m., and are meant to attract children between the ages of 4 and 14, as well as adolescents by the parallel operation of an adolescents' section. The co-ordination of the libraries by the Center for

Children and Adolescents Books includes librarianship functions, as well as the preparation of special educational programs, usually on current issues.

The Center communicates with the libraries on a constant basis. The librarians have the obligation to send to the Center the diary which they keep on a daily basis, in which they write their experiences with the children, their thoughts, their proposals, their problems. Statistics about the number of children visiting the libraries and about the daily lending of books are also sent to the Center. Within the context of the Center's communication with the libraries, two of our staff members have the task to visit the libraries three weeks per month, to discuss and help solve the problems and issues raised by the librarians, to contact the other local institutions, and then to convey their experiences back to the Center, where decisions are taken for constantly improving the efficient operation of the libraries.

Let us now consider two important activities of the Center for Children and Adolescents Books in relation to the children's libraries: the selection of books and the monthly programs.

(a) Selecting the books

As Greece has no bibliographical index, we keep track of the publishing scene from the newspapers, by visiting bookshops and being in regular contact with the publishers who offer us a copy of each of their new books free. The final selection of books to be sent to the libraries is made by the Center's specialized staff, after reading the books and judging their quality and suitability for the children for which they are meant.

The selection of books we send to the libraries is based on the Center's wider policy about children's libraries and the way they should function. We believe that there should not be only "children's" books in a children's library. On the contrary, we always try to send books which, although intended to appeal to adult readers, can, with a suitable use at a specific moment, play an important role within a library whose principal function should be to exercise the imagination and reveal the fascination that reading can offer. Such books are, for examle, the various albums of photographs of other ocuntries, historical periods and famous people, art books, etc.

Literature books are another kind of book which is not intended for children but can often play an important part in the library. To start with, the libraries are equipped with literature books for adolescents, which are classified and placed separately within the children's library. However, we often make use of excerpts from literary texts, mainly as part of the activities involved in our monthly programs. The reading of these excerpts can create the magic and atmosphere of the larger text, the specific period, the place and society in which it is set, and can be combined with the presentation of a specific book, the showing of photographs, etc. In this way the excerpts create the stimulus for children to re-read the book with greater eagerness at a later, more mature age, since they will have associated it with a personal experience, with a specific memory.

We believe that it is very important for children to pick up a book in their hands and create a whole world about it with their imagination. That is our principal pursuit in the children's library: that each text should encourage the child to use its imagination. We believe that this function of the library plays an important role in children's mental development which, today, is largely based on television and ready-made images, resulting in the deterioration of a child's power of imagination, of its ability to take off from a text and create images with its own mind. That is, of its ability, upon opening the book, to turn its pages, which on them have nothing but printed characters, into a whole story ". . . with persons, adventures, events, . . . storms, hurricanes or journeys to foreign lands . . .", as Michael Ende writes in his "Neverending Story". And he goes on: ". . . all of these are certainly to be found in the book. But, of course, you have to read them in order to experience them . . ." We would add: you must

exercise your ability to bring printed pages to life by reading them. Books are, therefore, as we call them, magic boxes. If you know how to open them, they will fill you with wonder with the surprises, excitement and discoveries they provide.

(b) The monthly animation programs

Let us now consider the way the programs work which is, to a large extent, the basis for the model operation of our libraries.

The plan to send these programs to the libraries was based on the consideration that life in the libraries should be constantly renewed in order to keep up the interest of those using them. A way had to be found for the libraries' books to be used several times without the children getting bored. For this reason we had to come up with new ways of approaching the books. We also had to make children aware of the multiplicity of subjects covered by each book and, therefore, of the possibility of using it in different sectors. For example, a book about the birds of Greece may, of course, be used in a program whose subject is birds, but can also serve in a program on environmental pollution. In this way, children learn to approach a book on various occasions, each time from a different point of view. The same approach applies to the rest of the material available in the libraries, such as posters, records and cassettes.

The programs are prepared at the Center and sent out to the libraries, one each month. The programs' subjects are related to contemporary events and current issues (e.g. Christmas, the seasons of the year, painters, writers, etc.), and draw on the material available at the Center (e.g. foreign editions on painters, etc.). We always try to give an overall view of a subject – this is, to situate it in its historical period, its social context, its geographical setting. In relation to a specific subject, we usually send out a box which, apart from books, contains posters, music (records, cassettes), constructions, games. These boxes are the library's event that children await for impatiently every month. The program is always accompanied with instructions about its application, which every librarian is free to adapt to the needs of the specific library. After running the program in the libraries, the librarians send their criticism and views about the program's efficiency back to the Center.

B. The Publishing sector

Our publishing activity has specific objectives. Our major concern is that our publications should not antagonize other publishers by presenting provocative competition in the market. On the contrary, our publications are selected in collaboration with cultural institutions and books are suggested on the basis of their historical-aesthetic significance for our country. Furthermore, our bulletins, each on a specific subject, are concerned with the different branches of the Center's activities. Another of our future projects is to print doctoral theses by scholars who use our research library.

C. Research sector – research library

The Center's research library was founded in November 1988. Its aim is to promote research on children's books and thus to make those concerned with the subject more aware of the issues involved, by providing them with constant updating on the latest developments in their field. Our research library is open to all adult readers. It is actually used by teachers, psychologists, students, academics, writers, illustrators, translators, publishers, as well as by parents who wish to consult the Center's specialized personnel or the library's collection of books in order to choose some for their children.

The library has undergone the computerization of its functions. It is open to the public five days per week, 9 a.m. to 2 p.m. Lending is authorized only within its precincts. It offers

photocopying and photographing facilities. Its staff draws up bibliographies and answers queries by phone or by letter. The library's collection includes books, journals, bulletins, reports, video-cassettes, cassettes, records, filmstrips, slides, games, posters. Especially important and perhaps unique in its kind is its special collection of old books, journals and reading-books. The aim of this collection is the preservation of these documents and the creation of a national archive of all printed matter related to children, since this is very inadequately covered by our country's National Library. The library holds material in several languages – Greek, English, French, and German.

Conclusion

We believe that what distinguishes our Cneter is its constant contact, close connection and mutual relations with the network of children's libraries. The operation of the children's libraries is intimately related to the Center's research and scientific profile. The children's libraries offer the researcher direct access to and a working tool for the study of childhood. It is also a place where experimental methods can be applied to the way children can approach literature, history, research.

The way the libraries operate and the issues raised concerning the path they should follow often determine both the needs and the re-orientation of our research projects. Conversely, research carried out at the Center often re-orients the libraries' goals. Our aim and ambition is that the connection between the theoretical research carried out at the Center and its everyday practical application in the libraries should grow constantly closer and more varied. After all, let us not forget that the need for theory and research in the field of children's libraries and children's books arose from the experience derived from the operation of the twenty-two children's libraries.

The Ministry of Culture – General Secretariat of Youth – finance (50%) this project. The local Authorities also support this operation.

I would like to close my remarks with a great thank you to the person who had conceived and put in action and above all financed, at least for its major part, this project.

This person is a great friend of my country and her name is:
ANNE GRUNER SCHLUMBERGER

Literacy and the School Library. Librarians and Teachers together against Illiteracy

Christina Stenberg
Swedish Library Association
Library of Skinnskatteberg
Skinnskatteberg, Sweden

Abstract

A small municipality in middle Sweden optioned to integrate all its libraries with the school. The main library is located on the premises of the comprehensive school of the main population centre. The population of the municipality is 5.300 and the number of students approximately 600.

What problems are involved when the school and the public library are joined? What is the general scenery within the walls of an integrated library?

Dear colleagues and friends of the library

For me it is a pleasure to have the opportunity to inform you about our work with the school library in the little municipality of Skinnskatteberg.

First, I wish to comment in brief on the municipality as such in order to enable you to better understand the initial position.

Skinnskatteberg is one of Sweden's smallest municipalities with its 5.300 inhabitants. Its total area is also modest, only 660 sq. kilometres, which is equal to approximately 412 sq. miles. You go by car between the most distant villages in about half an hour. Skinnskatteberg is situated 170 km northwest of Stockholm with large forests all around.

For many years, a large state-owned sawmill and board factory has been the entirely dominating workplace with 600 people employed. The board factory was recently closed down due to low profitability, and today many former employees are commuting over long distances to their new jobs.

With regard to population structure, Skinnskatteberg is dominated by unskilled workers, among them a large group of Finns who moved here in the 60's when there were plenty of jobs in the region. The pensioners are a large and growing population segment in the municipality whereas young people are moving out to the major towns in order to continue their studies, and they are returning only to a minor extent. Also a group of Kurdish refugees have settled in the municipality, at present about 100 individuals.

The main population centre of Skinnskatteberg has 2.800 inhabitants and the three other urban areas with a school and a library have a local population of 200 up to 700 inidividuals.

The library's standard

All municipalities in Sweden have a public library. Their standard varies extensively since there is no government ordinance to regulate their activity. It is a voluntary undertaking for any municipality to offer library services and today, in 1990, we have witnessed the first municipality in Sweden to recommend a complete closedown of the library services and consequently the main municipal cultural activity. The politicians claim that this is necessary in order to make funds available for other purposes.

There is, however, a field of public service where the standard varies even more, and that is within the school library sector. In the following, when I talk about schools, I mean the comprehensive school which you in Sweden attend between the age of seven until you are sixteen. This is a joint school for all children who are not, due to handicaps, placed in special schools. Although the comprehensive school is state-controlled, there is only one sentence in the School Statute which refers to the school library. Nothing is mentioned, however, as to size, staffing or media.

Insufficient reading ability despite 9-years, schooling

The school has been subject to extensive debate in Sweden and some of the new ideas assimilated in the curriculum introduced in 1980.

In the 70's several alarming reports were published which indicated that pupils were leaving the comprehensive school without ability to read and understand running text. Many were shocked at this, and the concept of functional illiterates was coined. How could it be possible that pupils who had attended school for nine years had not managed to learn to read (in this context we do not of course include pupils suffering from different handicaps). This resulted in a violent debate in the press with claims that the school had failed in its most important task. Why this incapability in a country where the standard of living is among the highest in the world. None of its children need any more to starve, to be cold or to become exhaused due to hard work before and after school. Why then these inferior results? Even though there have subsequently been studies performed which at least partly correct the first alarming figures, prosperity is not in itself a guarantee of mental and intellectual development.

Was the explanation possibly that the new media with their immense penetration impact have had a negative effect on the children's achievements in school? Here, far away in the woodlands, where there was no literary tradition, the children did not automatically become ardent readers of books in pace with the increase in material standards. Those concerned began to realize that new working methods were required in school in order to create a counter-movement, one which could put a stop to the increase in hours spent watching TV and video recordings, a counter-movement which causes the inherent achievements in the classrooms.

The new curriculum

In the new curriculum the role of general literature was strongly emphasized. The instruction in Swedish is to be dominated by general literature but also in other subjects, such as history and geography, general literature is also to be used.

When the curriculum was introduced in the schools it created a great demand for a varied supply of general literature and a need of individuals well acquainted with child and youth literature.

The new curriculum also emphasized that the students are to use explorative and investigative techniques in their studies. One should no more learn everything from one special textbook but collect facts from different sources. The students are to compile and critically examine the facts and the information they have obtained and for this purpose they need access to numerous books but also to newspapers and magazines.

There were few school libraries in Sweden equipped to cope with the requirements of the new curriculum. Many schools then found it natural to approach the public library in order to explore various ways to cooperate. The public library offered a large and varied supply of books to which the school needed access and there was also the library staff who could offer the children the necessary assistance.

A fully integrated public and school library

In our municipality there was in the 70's a low-standard public library and an equally low standard school library. The responsible parties decided to do something about this. Since these ideas coincided with the discussions about the new school curriculum, it appeared natural to discuss also the school's increasing need of library service.

The idea of having a joint library for the school and the inhabitants of the municapility had for a long time been cherished by certain politicians. Now, it was up to the school board and the cultural committee to survey their plans and intentions and to find out if there were possibilities of reaching agreement.

The requirements of school

As I have already mentioned, the school needed access to a large supply of books, newspapers and magazines offered by the public library. On the other hand, the school teachers were concerned about the prospect of too much of the literature important to schools would be borrowed by the adults in the municipality. The school was not willing to agree to all of the school library books being lent to the public. Fast access to the library was an important precondition – students and teachers wanted to have all of it under the same roof. The School Board also hoped that an integrated library would become a meeting-place for both young and old in Skinnskatteberg. The old public library attracted first and foremost the well educated adults. Maybe a joint library would attract the parents of the school children to come closer to the school by the library. There was a lack of interest among many adults for what the children did at school and the visits by parents were few and infrequent. Perhaps, the library could become a bridge between the school and the parents.

The primary interests of the Cultural Committee

Why then should the Cultural Committee and the public library agree to the instituting of a joint library? Naturally, this would first and foremost be because of the fact that all children were there, in the school, and you could reach the children who had never been taken to the library by their parents. The Cultural Committee was all the time conscious of the possibility that certain groups of adults might experience a joint library as messy. However, the committee decided to give the children first priority.

At last – a fully integrated library

In 1982, there it was, complete and ready, the fully integrated library. Connecting on to the school and having its main entrance opening towards the major residential area in the village. The Cultural Committee pays the rent for the 700 sq.m. large library, and, to begin with the school paid the salary cost for 20 hours per week of the librarian's work-time. As from 1986 the school pays a full-time librarian's salary (=40 hours/week).

Other staff are one cultural/library manager, 1 librarian, and 2 office employees. The allowance granted by the Cultural Committee for media is for 1990 SEK 390.000.

The school contributes SEK 72.000 which is equivalent to SEK 123/child. This allowance is also to meet the media requirements of the three small, integrated libraries in the rural village schools. The school administration has cut down on its educational aids allowance in order to allocate funds to the library instead. This is entirely in accord with the intentions of the curriculum.

The daily library routines

How then does an integrated library function under everyday conditions.

There are approximately 600 school children in the municipality, 170 of whom in the small

rural schools. These small village schools are visited once a month by the librarian who then brings along new books purchased for the purpose. We read aloud from the books and the children report what they have been reading since last time.

In our junior and senior level classes of the central school, half an hour per week is set aside for library visits. This means that half the class will come to the library one week and the other half the week after. These fixed library hours are to a large extent scheduled between eight and ten in the morning. That is because we open at 10 a.m. for public visitors so that the school has the library at its exclusive disposal between 8 a.m. and 10 a.m.

The permanent class teacher always accompanies the children when they visit the library. In most cases, I am also there when they come during their fixed book-loan hours. We start by discussing the new books I am particulary eager to introduce to them.

Sometimes, the children also have some book they want to show and to recommend to their class-mates. It also happens that we replace the presentation of books with exercises in order to teach the children to find their way about the library.

The teacher and I cooperate in making this library training as meaningful as possible. The children are asked to assist with putting back on the shelves books which other children have borrowed or to collect books for book crates which are to be placed in working-rooms in institutions, doing this by means of lists where I have specified authors and titles. It increases their motivation considerably if they can be my assistants for a while instead of just having library instructions. Half of the effective time of the lesson the children spend on book-loans, and, in principle, they are free to borrow what they want. First and foremost, they are to borrow books for reading at school, but when this is done, they may select the books they want for leisure-time reading.

We have no restrictions as to the number of books they may borrow. The most eager of them will soon find that books are heavy to carry and that it is better to bring with you only a few at a time.

During these class visits to the library one of the major gains of having an integrated library stands out especially. Many pupils manage on their own and find lots of books they would like to read. On the other hand, there are in every class pupils who are listlessly leafing through the books, sighing when they don't find anything of interest to them.

This is when the teacher and I together try to find something that would suit also these children. The teacher can assess the pupil's reading ability and knows perhaps also a little about his or her personal interests. I, on my part, know the essentials of the literature involved, and together we try to locate something which could stimulate an urge to read. Irrespective if the subject is to be dinosaurs or something about love.

Close cooperation with teachers

Every week, I meet with a teacher representative of each of the junior, intermediate and senior levels of the school. At our weekly meeting we check the lists of children's books to be purchased and discuss what subject fields need supplementing. The teachers inform me if there are new plans within the different theme areas in order to enable me in sufficient time to replenish our supply of literature on the subject or borrow the pertinent books from the county library at Västerås.

Seeing that our library is a comparatively small one, we frequently have special-literature assistance from Västerås. We have participated in a major development project on information search together with the other municipalities in the county. The project leader was a librarian in Västerås and we received a state subsidy from the National Council for Cultural Affairs for acquisition of computers and telefax equipment.

Of special importance to the older pupils is frequently to obtain information backup for the

special projects they are working on. They choose subjects such as tropical forests, embryo diagnostics, gene manipulation, and other subjects where the latest research data are those of actual interest. In these cases, we search for articles in the computer under different key words and then display in what magazines these articles are to be found. We send off an inquiry to Västerås and may, at best, have the article via the fax in 5 minutes. To a small library it is of special importance to procure technical equipment enabling it to make use of the resources of the county library and other special libraries.

Since we have invested in a large supply of reference books, there is always something to be found on the shelves of the library when the school children come. By and by, they become increasingly more skilled in ordering information material and in specifying what they need so that we can find it directly for them when searching via the computer.

The municipal school plan

The Swedish Parliament recently adopted a resolution on revised responsibility allocation within the school system. Up until then, the school was characterized by central control also in matters of detail. There is still central controlling when the overriding objectives of the school are concerned, but today it rests with each individual municipality to draw up a school plan indicating how the educational activity is to be carried out at the municipal level in order to achieve the objectives of the curriculum. This plan is to be devised in such a way that it constitutes an adequate basis for follow-up and evalution.

Our own school plan has recently been finished and in it is expressly established that the profiling of our school is to be centered on culture and environment. I quote from the plan on the subjects of culture: "Cultural work within the school is to build mainly on the pupils' own efforts in active creating under expert guidance (e.g. the Local Arts and Crafts Association, authors, musicians, artists).

/---/

The library and the school of music each play an important role in the cultural work of the school. (See under the individual headlines)".

Further on in the school plan we find, under the heading "Library" that the standard is high in our integrated libraries of which there is today one in each municipal district. It is further stated that the integrated library has an important function to fulfill in the school, partly as a transmitter of culture and, partly, as a supplier of educational aids in a wider sense. In conclusion, it is established that the objective will be to also in the future maintain the same high level with regard to the library's role at the instructional level.

Action plans for the different school levels

In addition to the school plan, which is an important overriding document, where we realise our own intentions in our schools, we have a number of action plans for the individual main areas of the activity.

We have for a long time been working on action plans for the library. Today, when the plans for the junior and the intermediate levels are completed, the most important part of the work is done. All discussions between librarians and teachers as to how the children are acutally to utilize the library have been highly rewarding. We have indeed not been unanimous about everything. The time at the disposal of a librarian is limited, even though 40 hours is liberal as compared with most schools in Sweden.

Participation in meetings with parents in evenings was one of the preferences expressed by many teachers. It proved necessary to restrict this to a certain extent, and we have stated in the action plan that the librarian is always to participate in the Class 2 parents' meeting in autumns. At these meetings, the teachers often take the opportunity to start reading training

according to the Belfield method inviting the parents to participate. In short, this implies that the parents simply listen for a quarter of an hour a day to the child reading from a book of general literature. This is to be regularly repeated every evening during an extended period, preferably three weeks. The teacher and I inform about this and demonstrate to the parents the books which we have planned to use and give the parents an opportunity to choose among them.

The action plans include what rules are to apply, because when the children visit the library on their own, a game of chess is sometimes more tempting than the books. It is all the time a question of for and against when it comes to persuade all and everybody to visit the library frequently but at the same time see to it that the library is not converted into an assembly room for school children. In winter-time in particular it can prove difficult to accomodate all pupils who have an hour free or a break after lunch and want to be in the library. It should be enough peace and quiet there to enable visitors to work undisturbed even if there are some children in the library in their time off, and some during school hours.

Exhibitions

In today's situation we are very content with the way things develop. For ten years the school management, the teachers, the pupils and the librarians have together shaped the library into something positive. In addition to the library acitivity as such, the librarian also administers theatre performances, conserts and visits by authors as well as the library exhibitions. We are particular about taking care of the school children's work of art and exhibit them in the library. What is most inspiring is when we have had a professional artist visiting us, who has inspired the pupils with the result that, after displaying the artist's production, we are provided with a spontaneous pupils' exhibition with interpretations and expressions which are a reaction on the artist's works, previously exhibited.

To the pupils it is, however, meaningful to be able to exhibit their works on other subjects in the library. One of the most successful exhibitions we arranged was of the projects of the Class 9 pupils dealing with Swedish authors. At the library we are actually using these papers when we present books to elderly people.

Threats

Unfortunately I have to finish by telling you that there is a threat to the future existence of our library. In Sweden there is much talk about savings in public expenditure. As I indicated earlier, there are even municipalities which contemplate closing down their municipal libraries. To us who are working with children and libraries this saving spree which has afflicted the municipalities is incomprehensible. Could it actually be that a country like Sweden with the world's highest tax pressure cannot afford to invest in their children? Is it reasonable to erase in haste what has been built up during a 10-year period?

Also in our municipality requests are made for cutting down on the library acitivity. On these occasions it has been lucky for the public library that all teachers, also the pre-school teachers have objected violently. The first savings attack we fended off quite successfully, but we do not know what will happen next year.

Conclusion

A lively and vital cultural life in any community brings strength and inspires faith in the future. To the small municipality it is important to be able to afford investments to such an extent that people want to move there, not only from there. We have to teach our children what is quality in cultural environment.

We have to give them a power to resist in order that they should not become victims of

video violence. It is part of their early life to try us out and to challenge us adults. They will manage, if we have given them steering speed. If not, the risk is great that they will ground.

To invest in children, libraries and books is to invest in the future!!!

Literacy and School Libraries

Blanche Woolls
Professor, Department of Library Science,
School of Library and Information Science, University of Pittsburgh,
Pittsburgh, Pennsylvania, USA

On December 7, 1987, the United Nations General Assembly unanimously passed a resolution proclaiming 1990 International Literacy Year (ILY). More than half-way through International Literacy Year, literacy remains difficult to define and illiterates remain difficult to identify. What is not difficult to determine is that the problem exists, and it is one that school librarians should be addressing. For this reason, Lucille Thomas has asked that this topic be a focus at this meeting of the Section here in Stockholm.

It should be no surprise to anyone who knows Lucille Thomas that literacy would be a priority even if it had not been so for the United Nations, UNESCO (the lead agency for ILY), and the International Federation of Library Associations. While her primary interest has always been school librarians and their libraries, she applauds the efforts of school librarians in the literacy movement:

> School librarians and children' librarians are the unsung heroes and heroines in the literacy effort. They often give the child his or her first exposure to information resources and mold information behavior for the future. They whet the appetite of the youngster by sharing stories, nursery rhymes and picture books. School and children's librarians select and provide the many materials required by the child for formal learning activities, and they give guidance to recorded knowledge. In essence, they have a fundamental role in educating and shaping the child's future information habits.[1]

Information habits and information seeking behaviors are severely limited when information is limited. These habits and behaviors remain unformed when potential users of information cannot read. Basic literacy, learning to read and write, is the primary skill needed if children are to be educated and to realize fully their potential. Reading and libraries were the basis for early education in the United States.

At the beginning of the nineteenth century, many Americans visited Europe to observe educational practices there so they could improve education in the United States. It was their observation that

> the development of intelligent citizens depended not only upon teaching reading but also on providing reading opportunities. It was for the purpose of providing such opportunities that the school district libraries came into being.[2]

Defining literacy and illiteracy

Many definitions for literacy, illiteracy and related terms exist. They have both qualifiers and age designations. To qualify as literate, the person is able to read and write; the illiterate cannot. The next level is the functionally literate, defined as one who can read at a certain grade level and can complete applications, understand directions among other "tests". Reading and reading opportunities leading to the development of intelligent citizens was the definition of literacy in the U.S. in 1800. Helen Lyman in the 1980s says literacy is

> not merely learning to read and write, but a contribution to the liberation of men (and

women) to fulfillment and control of one's own life. Literacy can be defined only in relation to the social, cultural and economic environment.[3]

It is very difficult to count the number of citizens who cannot read and write, and impossible to determine the numbers in "control of one's own life." Educators in the United States continue to work toward this "liberation", this "control of one's own life". It is not easy, and the rate of success is slipping rather than growing.

In the United States, literacy statistics show a drop in the number of literate adults, and the nation has become 49th of 158 among the other members of the United Nations in literacy.[4] Statistics for the world indicate that there are approximately 1,000,000,000 illiterates in the world. In 1985, 889,000,000 illiterates were counted among those fifteen years and older.[5]

Age designations may depend upon the qualifier or may have a different context. At the present time persons are defined as "illiterate" when they are over sixteen and not enrolled in secondary school. Others suggest that this age is too old. Davidson writes that

> It is in early adolescence that those who don't read or who read far below their peers and the expectations of school begin to cross the border into the illiteracy statistics... It is estimated that 85 percent of the juveniles who appear in court are unable to read. Teen mothers are overwhelmingly from the ranks of illiterate adolescents.[6]

Literacy problems appear in elementary grades, but this is considered somehow different from illiteracy. When the American Library Association (ALA) presented twenty-nine Exemplary Library Literacy Program Awards, a single school library was so honored.[7] In her presentation at ALA, the librarian, Mary Poston-Wolcott, mentioned the difficulty in getting her principal to agree to initiating a literacy program. His comment, "Literacy is for adults". This concept affects the research focus on literacy in the U.S. A national study reported in 1988 described literacy education as providing

> learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work and community.[8]

Although school libraries were to be included in this study and school districts were sent questionnaires, "the response rate to the initial mailing was very low",[9] and no "adult" literacy activities were reported in secondary schools. A previously reported study included school libraries, but stressed the teaching of reading:

> Of the different types of libraries with actual or potential involvement in literacy education, public school libraries are of special interest to this study. This special interest... stems from the environment (i.e. the school) in which these libraries operate–an environment which is naturally conducive to the effective provision of literacy services–and from the magnitude which public school libraries represent among all other types of libraries...
>
> Literacy has been perceived as prominent among the skills schools are expected to teach, since literacy skills are crucial in achieving most other education goals as well as in managing daily tasks and effectively performing in a variety of areas of work... However,... schools have not been as effective as expected in this task.[10]

According to this study, the actual involvement of school libraries in literacy was dependent upon the availability of library staff, funds, and staff training or experience in literacy education, and involvement was not high. In many schools, reading specialists were employed as

part of the district's Federal programs. They took responsibility for literacy problems that could not be solved by the classroom teacher. These positions were eliminated in the early 80s as Federal funds for education were sharply reduced. At this time, students were identified as needing literacy education when they were reading one, two or more years below grade level. Literacy education was targeted to these students. This definition of literacy in the context of basic education is the student who is achieving below grade level, and it is a responsibility assigned beginning in the first experiences in school.

If one truly accepts that literacy education begins with the acquisition of basic reading and writing ability, it is logical that the emphasis on literacy education be focused on the child and in the schools and school libraries. Illiteracy can be prevented if it is caught in the early stages. Certainly it is not practical to wait until the child has grown to be "18 years old and over." Illiteracy can be prevented if children have access to a wealth of "reading opportunities", the legacy of early education in the U.S.. The wealth of opportunities can be provided in school libraries.

Role of the school library

School libraries can do much to solve the problem of adolescent literacy and another related term, "aliteracy" or people who can read but do not. The school library can help solve the problem of both illiteracy and aliteracy by providing reading opportunities through parents, preschool, and school libraries; by providing strategies, and by helping to build self-esteem.

One method proposed to break the cycle of illiteracy, is to provide "strategies" for new readers and writers. Davidson defines *strategies* as

> the generic questions that readers and writers ask themselves as they pilot their way through the text... figuring out unknown words.[11]

The school librarian listens to students who read aloud individually and provides opportunities for volunteers to listen to students.

The school librarian can help build self-esteem. According to Davidson:

> Students, however, will not be able to make use of the good books to which they have access nor benefit from the help of experienced readers and writers if they lack self-esteem and incentive.[12]

The school library, the single location in any school where no child need fail, is that place where readers find information at the level of their ability and in the areas of their interest or their need to know to expand that which is being taught in the classroom. The school library has the materials to teach what is included in an expanded definition of literacy, "...comprehending information in various forms: images (pictures and signs) and schema (flow charts, tables, maps), as well as words".[13]

School libraries exist in most schools in the United States; but this is not necessarily true of other nations, and other nations also have literacy problems.

Literacy and school libraries in other nations

Literacy as the liberation of all people on earth, the giving of "control of one's own life" through literacy is yet a distant dream. UNESCO reported

> Asia, with an illiteracy ratio of 36.3 percent, accounted for a total of 666 million, Africa, with an illiteracy ratio of 54 percent, had 162 million; and Latin America and the Caribbean, with an illiteracy ratio of 17.3 percent, had 44 million adult illiterates. To make matters worse, 100 million children in the developing countries between the

> ages of six and eleven years were not enrolled in school. In the developed industrialized countries, there were 20 million illiterates, but the problems of *functional literacy*, the inability to use literacy at a level high enough to deal independently with the demands of the economy, society, and politics, were far more extensive.[14]

According to Craver[15] these problems are increased by population growth, language, and undeveloped readership, the means of communicating through language when the country is not English speaking but books are in English, and the ways reading is taught. In developing nations, the lack of funds for international trade and the lack of publishing within the country limit the numbers of materials available. Much is made of the oral tradition, but the oral tradition is limiting.

> The disparity in richness, versatility, and power between the language of a literate culture and that of an oral culture can be glimpsed in their comparative sizes. The average oral language needs only about 5000 words or less, while printed English has a million and a half at its command.[16]

Having stated this author's perceptions of problems related to literacy and the lack or progress toward helping our children take control of their own lives, it is important to reinforce why. Literacy has moved beyond th ability to read and write into becoming information literate:

> a) a survival skill in the information age, b) the ability to acquire knowledge and use it, c) the ability to find information necessary for any task of decision at hand. Who are the information literate? Those who have learned how to learn.[17]

It is but a short step from information literacy to the demand for literacy for electronic information technologies. To be truly successful in this quest, literate readers and library users begin long before age 18 so that they have an opportunity to become information literate and technology literate before they leave basic education. It is our charge to work toward this goal.

Solving the problem

Contrary to those who choose to term problems as opportunities, literacy is a problem. As a problem, it has some possible solutions. The first is to foster a definition of literacy that will reduce the age designation and increase the skills level. The President-Elect of ALA, Richard Daugherty, has chosen for this theme, "Kids who Read Succeed". Literacy is being able to read and write so that one can control one's own life. This is basic education, and it begins with the very young child.

The second suggestion is to, in every way possible, promote the concept of the role of the good school library in the education of students. When providing school library service is difficult because there is little publishing, training for staff, trained staff, when educators do not understand the need for good school library services, the prospect of solving the problem seems insurmountable. This second step includes understanding that good school library service is possible. It is only necessary to begin at the beginning and build from that point, with no apologies.

The third solution is to partner with children's librarians, teachers, parents, church congregations, anyone interested in children and building a literate society. Working together can build acceptance of a common goal and understanding of each person's role in achieving the goal.

The fourth suggestion is to communicate. Rather than remain silent about good programs,

they should be written about in journals and especially journals targeted at non-librarians. Pictures and slides illustrate talks to parents, teachers, legislators, members of the community on every possible occasion.

The fifth suggestion is to provide all librarians with a concept of good library service. Library education programs such as the one at the University of Pittsburgh can be very helpful because doctoral students from many countries become interested in school libraries through other students in the program. These international students often take the school library management course and learn about services and programming in the United States. Library education programs in all countries should teach the use of school libraries even if they are not responsible for teaching school librarians in the program.

The sixth solution is to teach teachers about good information services. They must learn to expect their students to think independently and to choose the appropriate information from a variety of sources. Many teachers do not know how to do this themselves, and they must be shown through examples in their teacher education programs as well as in their classrooms after they accept teaching positions.

The seventh suggestion is to work on the image of the school librarian. Some librarians feel they are in a lesser strata than other professionals; and yet, librarians control the world's knowledge. Perhaps before images can be improved in the minds of non-librarians, librarians should work in improving their self-image. Many school librarians do not feel as important as their academic counterparts. In some countries, the school library role is assigned as a secondary and unwanted responsibility to a classroom teacher, thereby continuing the perception that school librarians are less important. In this situation, a school librarian must work even harder to present the importance of information in the life of children.

Changing self-images and improving the image of the librarian can build and expand the expectation that, working together, school librarians can make a difference in the literacy of the children of the world, to help them form information habits and improve their information seeking behaviors, to help them become well-educated citizens, in control of their own lives.

Footnotes

[1] Thomas, Lucille C. "Librarians Can Make a Difference", *Bookmark* 44 (Spring, 1986):174.

[2] Cecil, Henry L. and Heaps, Willard A. *School Library Service in the United States: An Interpretative Survey*. New York: The H.W. Wilson Company, 1940, p. 41.

[3] Thomas, *ibid*.

[4] Wilson, Pauline, "Youth Services in the Information Society". *School Library Journal* 31(August, 1985):22.

[5] Bhola, H.S. "International Literacy Year: A Summons to Action for Universal Literacy by the Year 2000." *Educational Horizons* 67 (Spring, 1989):62.

[6] Davidson, Judith. "Adolescent Illiteracy; What Libraries Can Do to Solve the Problem – A Report on the Research of the Project on Adolescent Literacy." *Journal of Youth Services in Libraries* 1 (Winter, 1988):215.

[7] Catalfio, Mavis Arizzi. "Exemplary AIME Member Wins Exemplary Library Literacy Program Award." *Indiana Media Journal* 9 (Summer, 1987):23.

[8] *Libraries and Literacy Education: Comprehensive Survey Report*. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, Library Programs, May, 1988. Contract No. 300-85-0161 p. 62.

[9] *Ibid.*, Chapter 2, page 3.

[10] Smith, Ester Gottlieb. *Libraries in Literacy: State-of-the-Art-Manuscript.* Washington, D.C.: U.S. Department of Education, Office of Libraries and Learning Technologies, May, 1981. Contract No. 300-79-0674. p. 53.
[11] Davidson, *ibid.*, 215–216.
[12] *Ibid.*, 217.
[13] *Christian Science Monitor,* September 9, 1988. p. 14.
[14] UNESCO Office of Statistics. *The Current Literacy Situation in the World.* Paris, France: UNESCO, July, 1985.
[15] Craver, Kathleen. "A Survey of Library Services to Children and Young Adults in Selected Developing Countries in Africa and Asia." *Top of the News* 42 (Fall, 1985):33.
[16] Wilson, *ibid.*, *24.*
[17] Pelzman, Frankie. "Washington Observer: Information Literacy – a Common Ground." *Wilson Library Bulletin* 63 (June, 1989):82.

The Philosophy behind International Interlending and its Implications for the Visually-Handicapped

Graham P Cornish, Research Officer
IFLA Office for International Lending, Boston Spa, UK

Abstract
International interlending is one way to achieve Universal Availability of Publications and should be applied to all materials regardless of format. The visually impaired should benefit from this philosophy as much as any other reader. International interlending presents many problems in this area including lack of data on demand, inadequate data on collections, problems with transmitting documents, the need for a formal system and limited financial resources. There are additional problems with customs, copyright and incompatible formats. Some of these problems can be alleviated by adopting solutions used for standard printed formats but others require special attention.

Introduction
When talking about materials for the visually impaired there is a temptation to confuse "interlending" with "distance borrowing". Many countries have institutions which offer distance borrowing facilities, ie a central collection which can be borrowed by readers all over the country by post. This paper does not deal with this type of lending, even if it takes place across national boundaries. The purpose of this paper is to discuss international interlibrary lending which is explicitly between one library and another.

The Philosophy of international interlending
The philosophy which lies behind international interlending is essentially that of the Universal Availability of Publications (UAP). This philosophy is that all publications should be available to all persons at any time when they are required. Clearly this is a Utopian objective which cannot be totally achieved. Nevertheless, it is an essential part of our work as library professionals and underlies much of what we do in our daily work.

There are many ways in which the objectives of UAP can be advanced and one of these is the development of an efficient interlending system.

Please notice that there is no mention of an "international" interlending system at this point and this is in itself important. There is no point in having an elaborate international interlending system if there are no effective national systems to support it. Most international interlending activities rely heavily on the ability of the library network in the appropriate country to be able to locate materials within its borders. Therefore, unless there is one central international interlending point, national systems aggregate to form the international system.

The philosophical basis for international interlending is that each country should take responsibility for making the publications produced within its borders universally available. If every country did this there would be a total global network through which any document could be made available. Documents should be made available as efficiently, quickly and cheaply as is compatible with an adequate service. In this context the word "document" refers to any published material, printed or otherwise and would therefore include materials such as audio-cassettes, audio discs, Braille and Moon texts as well as films, videos, computer gen-

erated works and electronically stored and transmitted materials.

The IFLA Office for International Lending has produced guidelines for international interlending and these have been translated into a number of languages and published in various journals[1]. There are seven principles, namely:

1. National responsibility of national imprints
2. National centres in each country for international interlending
3. National interlending systems
4. Supply of surrogate copies instead of originals
5. Fast methods of transmission
6. All requests received should be dealt with quickly and efficiently
7. Simple systems and procedures should be developed

Basic criteria

The basic criteria for an effective interlending system are: need, collections, access, availability, communications, systems and finance. If any of these elements is missing to any measurable extent then the system, national or international, will be deficient. It may be useful to look at these in turn to see how the concepts behind them apply to the particular needs of the visually impaired.

Need

The idea of interlending sounds to any reasonable person a "good thing". Surely it must be right and sensible to share resources rather than everyone collecting and storing everything themselves. There seems to be a basic common sense behind the idea. But common sense often needs to be tempered with realism. The first thing to establish is whether there really is a need for an interlending system at all. Perhaps readers find that the local resources are adequate and therefore do not demand materials from elsewhere. There does not seem to be much published material on this problem internationally. Nationally there are varying levels of interlending traffic for non-print materials, but most of these are requested by sighted persons as a normal part of their researches. Here of course there is a real difficulty of identification. It is clearly the case that material requested in Braille or other similar scripts are needed by the visually impaired but this is not true for, say, an audio-tape of a book.

The use of pre-recorded audio-tapes by travellers, business men and even the lazy has grown rapidly over the last five years and this makes it difficult to determine the purpose behind the request for them. In any situation where an international interlending system is thought to be necessary, the first step is to establish the likely volume of traffic. This is certainly the approach that has been adopted in other situations[2]. There appears to be little data on international interlending of these materials so it would seem a good project to try and find out what the actual volume of traffic really is. The other problem is, of course, that many people will never consider applying abroad because there is no system to facilitate this. Thus the lack of traffic becomes a self-fulfilling prophecy.

Collections

Interlending is no substitute for the provision of core collections. Rather it is a mechanism for providing access to documents required occasionally (often only once) by readers and which do not therefore justify the expense of acquisition. In this respect the description of interlending as "temporary acquisition" is an accurate one. There is no point in having a sophisticated international interlending system if those participating do not hold a substantial number of the documents likely to be requested. Therefore any attempt to establish an international system must be built on a group of libraries which hold the types of material, in

sufficiently comprehensive collections and in such formats as will meet the needs of the majority of those using the system. Where the national resource is actually held by several different libraries then there needs to be some kind of national record of their holdings and cooperation between them to provide documents to users outside the country.

Here we return to be necessity for a proper national system in each participating country before considering international interlending.

Of course each country should be responsible for collecting and making available its own national output but the productions of many countries may be in limited demand in other countries.

Here we come to a real difficulty. What constitutes a "national" imprint? It is difficult enough to determine this in relation to simultaneous publication in several countries at once but the problems are compounded by the fact that, say, an American book may be transcribed into Braille in Australia. The initial reaction would be to apply to the USA for a copy but the Braille edition is not available there but only in Australia. How would the librarian know this? With some difficulty seems to be the general answer. In any case, would the Australian library regard this work as in effect Australian and therefore part of its responsibilities under the UAP Programme or really the responsibility of the USA?

Access

Access to information about which document is where and, in the case of materials for the visually impaired, in what format, is vital if any sort of cooperation is to be achieved[3]. Although a large number of libraries issue catalogues of their holdings and accessions regularly, there is no one catalogue to which librarians may turn. Many records of audiovisual materials certainly appear in such cooperative cataloguing databases as OCLC but these materials are neither intended primarily for the visually impaired nor are the records often contributed by libraries whose specific purpose is to serve the needs of this group of readers.

Fewer countries that one would wish seem to have union catalogues of their own to cope with this problem although Japan[4] and Australia are certainly exceptions.

Any such union catalogues must include not only the usual bibliographic data but also information about format (Braille, Moon, audio cassette etc) and also technical information about make, speed, track formation and so on. There is nothing more frustrating than to locate an item, and perhaps even receive it, only to find you do not have the equipment on which to play it or the ability to read the particular script in which it is presented.

Union catalogues are very expensive items and the philosophy behind international interlending is that they need not be universally available. Rather the approach should be that if an item has been produced in a particular country then the initial approach should be to a library in that country, after which a national union catalogue is one important tool in locating a copy within the country concerned. Although many librarians dream of a great global union catalogue, this is neither practicable or really desirable. Union catalogues are expensive and fascinating to construct, but very expensive and time-consuming to maintain and frequently become out-of-date and useless unless substantial resources are constantly made available to them. A viable alternative is to production of directories of major resources, something which the Section on Libraries for the Blind has done well in the past. Such directories are considerably enriched if some indication of subject content of collections, especially particular strengths, can be indicated as well. This enables an informed approach to be made to a library even though it is not certain that the specific item required is held there. Such an approach has been adopted in the UK in an attempt to develop at least a limited interlending system for audiovisual materials generally.[5]

Availability

There is little point in developing good collections, union catalogues and having international agreements if the reader still cannot actually obtain the item that is wanted in a format that can be used. Every effort should be made to ensure that collections are made as widely available as possible and restrictions on interlending, both nationally and internationally, should be kept to a minimum. Guidelines number 6, as mentioned above, actually refers to supplying photocopies and microfilms instead of originals but this principle can be translated into meaning copies of audio materials instead. It may be less easy to apply to Braille materials. Once again the whole question of format becomes important here because availability means being able to have use of something and if materials are not available in appropriate formats then they are not really available. Clearly it is not possible to ensure that every book or journal that is wanted can be in a format suitable for every reader. This would be physically, legally and economically impossible but it might be worth building into these international guidelines something which at least drew attention to this particular need. With the development of computer-aided reading machines such as the Kurzweil Reading Machine and the growth of electronic newspapers as in Sweden and the UK, some of these problems may be partially solved but we are a long way from this apparent panacea being a global one.

But there are other problems relating to availability which must be faced. One is compatibility of format. There are several different standards for the major types of carrier used for transmitting recorded sound and these will, in themselves, create problems when lending, say, an audio-tape from one country to another. Fewer problems exist with sound discs but the differences in the use of Braille are a minefield which it would be suicide to attempt to explore in this paper.

A further problem is copyright. The making of copies for the visually impaired is in itself a major problem for discussion and outside the scope of this paper but there are further problems when such documents are lent between countries. Although no copy is actually made within the borrowing country, nevertheless the importation of the copy could, in itself, be an infringement of copyright in that country. Many countries allow the importation of such copies if they are for private and personal use but this is difficult to show when the importer (albeit temporarily) is a library, not an individual.

Communications

One of the most frustrating aspects of interlending generally, and international interlending in particular, is the difference between making requests and receiving documents. The transmission of a request can be achieved in seconds and many libraries use telex or fax machines to send their requests. Some libraries even make requests by telephone. Unfortunately the transmission of a document is rarely as quick. Certainly some journal articles are now sent by fax but this is expensive and raises a number of copyright problems. The only viable alternatives are courier services or the conventional mail services. Courier services are fast and efficient but frighteningly expensive and must be ruled out for all but the most urgent demands. This leaves the conventional mail service with all its slowness, unreliability and variety of charges. Although materials for the blind are usually allowed to be transmitted at no cost, this concession is limited by weight and many Braille books exceed this limit considerably although the audio-cassette is one of the lightest items to send, so that one feels the postal authorities could view the few heavy parcels a little more generously. Thus it is quick and easy to request documents but may take weeks for them to arrive.

Customs authorities tend to provide more problems for libraries sending materials through the international post. It is often difficult to get clearance for books, let alone tapes of any kind, and delays can often be several days or even weeks. An approach to the Universal

Postal Union by the Office for International Lending brought a negative response as UPU felt this was a matter for customs officials and there is no easy way to tackle this issue from that angle.

All these delays cause further problems because of the loan period which is normally allowed for documents sent abroad. For material sent by post this is often one month and it may take the document that long to arrive even if sent by airmail, which is again very expensive for large documents such as Braille books. Loan periods need to take into account the long time taken in transmission. Unfortunately these long periods often mean that the services given to the lending library's own readers is impaired because wanted documents are out of the library for a considerable period. This in turn makes some libraries reluctant to lend abroad.

Systems

Interlending systems should always be simple to use and understand with the minimum of protocol and restrictions. As already mentioned, there are international guidelines but these need to be adapted for use by libraries serving the visually impaired. Nonetheless, the use by such libraries of a standard form such as that produced and sold by the Office for International Lending, would be one step forward in making matters easier. The adoption of a standard set of rules and procedures would also simplify matters and helps to overcome any linguistic barriers that may exist, a standard layout can lead to non-verbal comprehension.

The current IFLA form might need amendment to include a space to specify format or script but this would not be impossible to achieve in the medium term.

Finance

There are two aspects of finance which should be remembered in any international interlending system. Firstly, the fewer payments that are made the better and secondly, where payments are required, they should be as standardised as possible. The first can be achieved either through an arrangement whereby any two libraries try to keep their international lending/borrowing in balance or through an international voucher system such as the one presently being discussed^. Standardisation of charges is more difficult for several reasons. In some countries such uniform charging is considered illegal under anti-trust law. In others, libraries must charge actual costs and in others again they do not wish to charge more than a minimal amount because the law forbids them to retain any income which must be passed on to the State. Therefore it is often easier not to charge at all than to try to charge something. A further complication is that of currency exchange rates which cause individual transactions to cost a great deal of money because of the charges made by banks.

It is no use designing a service based on charges if many of those libraries using it have no funds to pay. Very few libraries have funds explicitly for interlending purposes and this is probably true for libraries specialising in materials for the visually impaired as for other types of libraries. Therefore any expense in either lending or borrowing must be met from other areas of activity such as acquisition or normal lending services.

Conclusion

Libraries serving the visually impaired have the same mission and obligations as any other libraries but with more added! There is a distinct need for the different organisations in each country to work closely together to enable readers to obtain more easily the materials they require. A proper international network needs to be established, preferably with a focal point in each country, to stimulate and coordinate international interlending of these materials. Some basic guidelines will provide a framework within which such a system can be developed. In any such development the difficulties of copyright, customs and transmission must be faced

and acknowledged as some of these are beyond the power of librarians to change. International agreement needs to be reached on such matters as charging and loan periods. But all this should be done as it has been done for the sighted reader, otherwise we are in danger of discriminating against our fellows simply because of a physical defect which is no fault of their own.

References

1. IFLA OFFICE FOR INTERNATIONAL LENDING. *International lending: principles and guidelines for procedure.* Boston Spa, the Office, 1987.
2. Cornish, Graham P. Interlending in the Caribbean: questions, problems and possible solutions. *Interlending & Document Supply*, 1989, 17 (2), 35–41.
3. Cylke, Frank Kurt. International cooperation. In: *That all may read: library service for blind and physically handicapped people.* Washington (DC): Library of Congress, 1984 pp411–423.
4. KITAGAWA K. The national union catalog of braille and recorded books and the diversifying library networking. (In Japanese). Part 1. *Biblos (Tokyo)* 1986, 37 (3), 1–13. Part 2 *Biblos (Tokyo)*, 1986, 37 (4) 1–18.
5. Cornish, Graham P. Interlending of audiovisual materials in the United Kingdom.: the present and the future. *Audiovisual Librarian*, 1983, Vol 9 No 4 pages 193–196.
6. Cornish Graham P. Some realistic proposals to overcome the financial barriers to international document delivery. *IFLA Journal*, 1989, 15 (4), 313–319.

Interlending Audio Books for the Blind: Current Access and a Call for a Common Forum

Thomas J. Martin, Henry B. Paris, Jr.
National Library Service for the Blind and Physically Handicapped,
Library of Congress, Washington, D.C.

Barriers To Interlending Audio Books For the Blind

"Bibliographic access to audio books for the blind is one barrier to interlending, but this barrier can be surmounted with current resources. The variety of current audio technologies is a more difficult barrier to surmount because of investment in the collections of books using current technologies.

The authors call on technical staff worldwide to open and use a common forum to share explorations of newer technologies so that uniformity of technology in future audio books can eliminate the technological barrier to interlending."

For a sighted reader, a book is --- Well, a book is a book. Through the past millenium, as hand-written scrolls gave way to printed books, humankind has come to accept the book as a humble, reliable messenger of the thoughts of others. The simple technology of the book is not easily replaced even in this era of electronic- and micro-technology.

Over the centuries, as literacy spread more widely through society, private libraries began to spring up. Later, libraries became available to those who could not buy their own books. Requests for books not in a particular library eventually led libraries to borrow books from each other for their patrons to read. This interlending activity has, today, made print resources from around the world available to sighted readers.

For persons who cannot use print materials, a similar technological revolution began with the widespread adoption and adaptation of Louis Braille's system of embossed printing. Like printing uniform ink characters on paper and binding the sheets into a codex, the simple system of braille embossing has undergone continual refinement, attaining standardization and universal use. The result is the same. The thoughts and inspiration of one person can be put into a medium that many can read and contemplate, no matter where the reader lives. As with inkprint books, the only barrier is the language of the message.

As braille books came into production in the United States, they were gathered into library collections. Initially, readers had to live near, or travel to, the library to read. Soon, the U.S. government mandated the free mailing of braille. Also, the libraries began to share their books among themselves, mailing them here or there for readers everywhere to enjoy.

Some sixty years ago, the U.S. Congress established the Nation Library Service for the Blind and Physically Handicapped (NLS) program within the Library of Congress. Its centralized control of production and distribution to regional libraries made the same books available to all braille readers. As demand for a copy of a book diminished at one regional library, that library's copy could be used to meet continued high demand at other libraries. Thus, the pattern for domestic interlending grew out of natural circumstances. Books are available here; they are needed there. Books are lent from here to there. Standardization and strict adherence to braille codes ensured that all braille readers could read any braille book.

The introduction of recorded books by NLS took advantage of the already established

norms of standardization and compactness. The initial long-play, 33-1/3-revolution-per-minute record was half the commercial speed of the time. In intervening years, the speed was reduced by half, and again by half. When NLS began producing cassette books, they were in their present format of four tracks at 15/16 inches per second.

American groups besides NLS produce recorded material for blind readers, typically in a commercial format. It has always been our policy to provide playback equipment that can play any recorded format commonly available to our readers. Thus, our cassette equipment will play two-track, 1-7/8-inches-per-second tapes as well as our special format. Our disc players will play 8-1/3, 16-2/3, and 33-1/3-revolution-per-minute discs. Our readers, therefore, can enjoy books produced in all those formats. This flexibility facilitates interlending.

Interlending is a two-way process. You borrow from me; I borrow from you. Successful interlending among libraries serving blind readers requires, among many things, that all libraries have specific knowledge of what is available. Unless cataloging information is freely available, one library does not know from which other library to request a book. The language of the book sought does help to identify the countries most likely to have the book. Yet, frustration and time are saved when catalogs are available.

NLS uses a standard format for cataloging, too. It is the MARC (machine-readable cataloging) format for books, modified only to add a description of the special format version of the book. By using a MARC record for its books, NLS is able to make its catalog available online through a U.S. bibliographic utility and is able to have microfiche editions of its catalog produced quarterly. Further, NLS encourages all agencies producing braille and recorded books for blind readers to submit cataloging data, which is incorporated into a union catalog. Agencies in some countries do this. More need to do it. By building a union catalog, we make it easier to identify what is available. Nothing promotes borrowing so well as knowing what there is to borrow.

Another element of successful interlending is the ease with which the borrowing reader can use the book. For recorded books, there are two widely used Philips cassette formats. The commercial format, two tracks at 1-7/8 inches per second, is sensible in countries where funding does not permit production or purchase of specialized players. In those cases, commercially available equipment can be purchased. The more compact format of four tracks at 15/16 inches per second is becoming more universal, however. This format, while requiring specialized playback equipment, yields a more compact book, half the size of a book in commercial format. Libraries that can provide equipment playing either type of book open to their readers a much wider world of reading.

Within the past two decades, NLS began to vigorously promote international improvement and increase of reading materials for blind readers. The primary forum for this activity has been this body, the IFLA Section of Libraries for the Blind. Interlending is one focus of NLS efforts towards this goal. We hope that each person here, and our many colleagues who could not attend, know that NLS has a policy of lending any book it has produced to any library in the world that serves blind and physically handicapped readers. Equally, NLS will actively seek a source for borrowing a braille or recorded book, no matter what language, for any reader it serves.

"The future is now", say some. "To make worldwide recorded resources available to blind readers, every country should simply use the same format. Look at the mess we are in. Some countries use one, some another, kind of recorded book. Digital is on the doorstep. Let us all use digital." So say some.

The industry surrounding commercial music recordings thrives on the connoisseur's thirst for clarity and range of response. If digital is better, the connoisseur gladly scraps analog and invests anew or endures the expense of maintaining equipment in both technologies.

Yet we who record for the blind, who must march in the parade of the music industry, cannot afford this multiplicity of technology. Those we serve cannot afford, and cannot readily adapt to, ever newer and more complicated audio systems.

For example, twenty years ago NLS decided to add magnetic tape as a format for recorded books. Similar then to the appearance now of digital audio recording, there were good reasons: the audio book would be reduced in size and lost copies could easily be replaced. Most importantly, the recording industry was going to tape and ignoring that rend could leave audio books on rigid vinyl disc in a backwater with ever diminishing supplies and manufacturers for components.

During these past twenty years, NLS learned that many of our readers need time to adapt to new technology. NLS already knew it could not abandon the investment in books previously produced. NLS could not convert thousands of titles from disc to cassette.

With digital the wave of the recording industry's future, NLS knows the potential for ending in an analog backwater is great. We have taken steps towards the future. For example, four major agencies working the field of blindness and visual impairment met on April 2–4, 1990, in Dublin, at the National Council for the Blind of Ireland to address the audio library needs of blind people. The meeting arose from the desire to facilitate the exchange of information on existing and emerging technologies. Such cooperation will lead to enchanced interlending.

The consensus reached at that meeting was that in would be financially and technologically wise to work together to improve current systems but at the same time to take advantage of advances that have the potential to be adapted to the production of audio books and magazines.

As a first step, the Royal National Institute for the Blind, United Kingdom, and the National Library Service for the Blind and Physically Handicapped, Library of Congress, USA, agreed to full exchange of technical information. They also agreed on a structure to facilitate interchange and development and to keep blind users and the librarians serving them informed and involved. The group recognized the vital roles played in these matters by the World Blind Union (WBU) and the International Federation of Library Associations (IFLA).

Present at the meeting were Ian Bruce, Director-General, The Royal National Institute for the Blind, U.K.; Frank Kurt Cylke, Director, National Library Service for the Blind and Physically Handicapped, Library of Congress, USA; Euclid Herie, Managing Director, The Canadian National Institute for the Blind, Canada; Desmond Kenny, Chief Executive Officer, National Council for the Blind of Ireland; and senior technical support staff from the four agencies.

I am speaking today to urge that the technical staff of all agencies currently using different analog technology work in open communication with staff of other agencies. We are responsible for today's diversity of recorded book formats -- a diversity that complicates interlending. Let us accept responsibility for this. Let us also accept responsibility for ensuring that tomorrow's, and the next day's, technology does not further complicate interlending. Rather, let us meet together, speak together, and work together to reduce the technological barriers to interlending of audio books.

Listening to the Culture
Librarianship for a new age

John S Smith
County Librarian, Cumbria, England

Abstract
With information overload – too many books – new media technologies – the public librarian must select what is worthwhile. In times of cultural change, librarians need to concentrate on selection and rejection not mechanical organisation. There is also a need for cultural salesmanship.

Two kinds of needs are proposed – those of the client and those of the culture itself. If public librarians involve themselves with the ideas, both through social and personal insight, they will make best use of existing limited resources.

Practical examples are quoted but it is suggested that the future challenge of a new post-renaissance future will be environmental knowledge and information.

Today the profession of librarianship is experiencing many changes. It echoes the grumbles of the monastic librarian during the 15th Century Renaissance concerning the new revolution in communications called printing. This was to transform librarianship over the next 500 years. Today, we have not only books and old fashioned microforms, but computers, CD-ROMs, and a battery of communications technologies which enable, enhance, speed, broaden, and improve the range of materials the library offers. We are now living through a communications revolution similar to the social revolution that fostered, and was supported by, the invention of printing. Such changes are characteristic of a renaissance. I would suggest to you that we are at present living through a time of change – a new Renaissance. It is a time when the basic ideas of our society change. [1]One author indicates that before the 15th [1]Century Renaissance the basic beliefs of society were religious and since that time today, society has developed and progressed on a basis of economics. The future social basis, many experts suggest, will be ecology. Accordingly we are in the middle of a major cultural shift from a society based on economics to one based on [2]ecology. Such a major cultural change historically offers librarians [3]interesting times.

We are in the middle of an explosion of information ideas and knowledge. We are faced with an increasing complexity of communications systems, combined with the ability to manipulate both systems and ideas to new alignments and working arrangements, a growth in the culture and in its use – an age of [4]information, an age of communication.

One of the identified problems of bad communications is too many sources, yet in 1934 IFLA received an eminent paper by [5]Ortega y Gassett on The Mission of the Librarian, stating that there were too many books. Analysing recent problems of libraries in the UK, where the [6]British Library is becoming selective, the [7]University Libraries are now looking to 'self-renewing collections' and recent strategic changes in UK Universities have changed the role of the library from a major asset to a learning collection whose costs and assets must be justified as part of the course. New experiments in the UK in [8]information planning have demonstrated the importance of close relationships with the users and other agencies. In an age when there is extensive change in the culture, a new renaissance of the culture, there is too much communication – too many books, videos, computer programs, CD-ROMs, Micro-

fiches, etc – this is a problem for librarians.

In nurturing an infant, educated parents and the child understand the basic principles of the importance of quality in the nutrition of the young. It seems to be becoming a principle that the custodians of the record of the culture are learning too. But, before we progress further in the paper let us examine the nature of the culture, the literacy, the education, the information, the re-creation, and the cultured maturity of the whole person that librarians provide for and promote.

[9]Culture is an unusual resource in that it is not subject to the 3rd law of dynamics – that resources are destroyed by use. Culture is unusual in that it reacts differently, culture grows with use, information increases through use, knowledge develops as we use it, re-creation develops that unique human characteristic – imagination. Culture, especially the recorded culture, is also a growth factor for individual societies. As the organisers and promoters of the social collective memory we have considerable professioinal responsibility in that. The use of cultural resources causes growth and the mechanism used is the individual. If that resource is provided in qualitative terms, that growth will reflect the high standards used. If not, then we cannot expect goodness out from garbage in and we need the goodness.

Now, let's recap. We are in a state of change – a possible new renaissance – there is a communications explosion which is causing problems and the culture, which librarians handle, grows with use and functions as a growth factor in individuals and society. Librarians organise the culture to provide access and I would suggest to you that the recorded culture is [10]global and, by and large, has always been so, or, at least, trans national.

In the time of change what is the professional responsibility of the librarian, and I am defining that profession as a body whose collective and individual experience provides measured judgements for the future for the benefit of the society the profession serves? Let me emphasise the measured judgements and re-emphasise that our raw material is the culture, not books, CD's, On-line, etc., but the ideas, imagination, information itself, not the packages it comes in.

So, where do our prime professional activities lie? In the organisation of libraries, the close involvement with new technologies, the computerisation of catalogues, or in the interaction of the culture with its users? I would suggest that our central professional skill is handling the culture. Involvement with the culture and its ramifications and the needs that the culture answers and generates is our premise and concern. All else, computers, CD-ROMs, book classification, cataloguing, are peripherally important to these selecting and rejecting and promoting roles.

Let us briefly look at needs. There are, I would suggest, [9]two areas of need which the librarian of the future will concern himself/herself with. The first needs are those of the client who has a natural desire to develop, to become literate, to learn, to recreate and use imagination, to be able to handle information and to develop the full potential inherent in each individual, community and society. We are all actively seeking the maturity of wholeness and the culture is a social mechanism for that. There is, however, a second need which we don't always recognise – the culture itself needs to be used. There is a dynamism in the culture itself to which the professional organisers of the culture, the librarians, need to respond. Ideally, of course, the social role of the librarian is to match the two needs to judge the requirement of the individual and the direction of the culture and to cause both to develop and grow to serve the purposes of both individuals and society.

Today the profession of librarianship is concentrating too much on mechanical issues, not its professional ones. In this it is not alone – medicine, education, the churches are all seeking new directions under economic and ecological pressures. At times of change we seek the stable, easily understood mechanisms, instead of the more complicated directions that a

profession must have. For example, let me give you a brief list of library topics as taught at one library school – management, organisation and control, recruitment and selection of staff, financial planning and library budgeting, resources management, marketing, etc., etc. No mention of the user, the culture, the mission of librarianship to our society, the fundamental social role of the library and the book. Do we need to change this? We are increasingly concerned with the mechanisms not the purpose. Mechanisms are stable and easier to handle – purposes, which are more difficult, have to be continuously re-evaluated in the light of social change. At times of change it is easier to concentrate on the system instead of the professional purpose.

I now want to quote from the paper given to the International Conference of Bibliographers and Librarians in 1934 – the 'Mission of the Libraries by Ortega y Gasset.

"Man inherits the forms of existence, the ideas, the vital experience of his ancestors. He begins at a level represented by the human past accumulated beneath his feet ... Man has at his disposal many of the ideas, reactions and inventions which his ancestors have already found ... the instrument which solves the difficulty of passing ideas is the book – but there are too many books ... in the past the librarian has been responsible for the book as a thing ... from now on he must give his attention to the book as a living function ... the librarian of the future will be the doctor, the hygenist of reading ... the librarian ought not to be the simple administrator of the things called books but the adjudicator to the setting to rights on the vital function which is the book."

That, of course, was 1934, today there are other media and more books, but it is a message we need to relearn – the setting to rights on the vital function which is the book, the microform, the database, etc.

We seem to be too concerned with the management of things not ideas. We are concerned with the organisation of things on shelves not the relationships of ideas to clients. If there is too much communication, we should, it seems, begin to concentrate on ideas as well as on mechanisms, not only to organise for, but to sift and evaluate the cultural initiatives that develop in our society and to work closely with and influence other agencies. Ortega y Gassett suggested that we must influence publishing.

Let me give you some practical examples. The U.K. discovered a national problem of adult illiteracy. It decided to devote prime time television (an important stimulatory medium) to addressing the problem. As a back-up, local authority education departments appointed staff and organised volunteers to teach adult illiterates to learn to read. Publishers responded by producing books with limited texts but of adult subjects. My system bought and organised the collections so that they are available to students and tutors, and we also trained the staff as the contact point for the illiterates. Successful co-ordination to meet specific needs. The television stimulated, defined needs and solutions, response was available locally and 500+ illiterates learned to read in one county.

Another story is the integrated learning using video, print, tape, computer – provided by libraries to meet specific training needs, now being experimented with in distance learning. This happens both formally and informally – examine the relationship between books and stimulating television programmes.

What am I now doing? I am defining the relationship of the culture to its developing functions – schools, libraries, the media. A special librarian knows about the needs of his researchers, he relates new ideas of the culture to the organisation. School library services relate resources to the needs of the curriculum. Is not this the function of the public librarian, to relate the aspirations of society and its culture to each other? Do we not need to look wider than literacy, distance learning to the wider needs of the culture in a future when, collectively, we will need to know. What we need to know should be discerned by the profession specialist

in the culture – the librarian in a proactive not a reactive role.

We can only do that if we get involved in the culture and if we, ourselves, read and understand, live and watch the cultural direction of our society and act as a journalist does looking for a good story. Our role is to relate the video, CD-ROM, computer programme, the book, the article, the information to the user's and the culture s needs. Our services exist not only because the user needs them but because the culture itself needs to be known. Let us take one final example.

I began this paper with the thesis that we were in a new Renaissance – a move from an economics based society to one based on ecological principles. Ecology is about understanding the relationship between man and his environment. It is a question, one where individuals must act collectively based on complex knowledge. Any television viewing will demonstrate the importance the media places on the 'environmental crisis'. Stimulating programmes are offered regularly to stimulate our learning and thinking. The topic is complex and best understood through the media which can handle such complexity – print and the book. Can media, including books, change the course of history? Collectively they have in the past, or dictators would not be so censorious of their effects. To quote [11]Barry Commoner in Closing Circle – "for sweeping social change can be designed only in the workshop of rational, informed, collective, social action". That we must act is now clear – the question we face is how? We need to know – how do we get to know? By librarians providing and organising accurate, reliable materials. Do we now need [12]Environmental Information specialists in our libraries? We certainly need to organise for the radical change in global thinking and we need to use video, print, database in an integrated validated way to provide it.

Accurate information as a prerequisite to action is the province of librarianship, but who will judge what is accurate? That is a responsibility that society places on the profession of librarian and we must not dodge this. In the past we reacted to need. Now at a time of confusion – over communication, too much communication – we have to make professional judgements and enable access to the culture through involvement in the culture. There appears to me to be no alternative and it places promotion in a higher scale of things. Every librarian must be a salesman for the culture.

The future democratic society will expect libraries to promote and provide resources for social awareness. This also influences society. It is, I would suggest, a new 'old' role for librarians. We have new contacts, new communication resources, our society needs a rational, informed professional who can provide and access wise choices from alternatives, who will enable access to the wisdom that can direct our lives and who will promote the directions that an ever changing culture is indicating. We can only do that if we get involved in the culture itself. We need to know what is new and worthwhile. We need to organise for that. We can't know everything, but we can find it out and now we need a system to validate it.

Daniel Boorstein, late librarian of Congress, stated that libraries of the future should select or sort those items truly of value to man. In listening to the culture we associate ourselves with other communication processes, practically market and organise the myriad that is the culture and seek the direction of healthy, well-being, mental and physical self-development that is the natural right of every man and woman who we serve. Directions for our society are being set by our culture. Society has, and needs, a professional to guide it through the general to the particular, from the mass to the relevant value, that we need to know so that the direction can be understood and democratically selected.

To do that we have to listen to the culture. We have to provide time spent for ourselves and our librarians to use the resources for self-development and to begin to understand the process in themselves so that they can apply this to others. Professionalism is about effective judgements of what, how and why. If we are to make these judgements we must effect that

listening so that we can create the future we need. A great responsibility.

If we accept that there is too much information, a confusion of information, I also ask you to accept that the library is the process by which literate civilisation developed from the natural learning feedback of the pre-literate culture. In the present situation of information overload, the librarian must look to the social directions of culture and ensure that these are accessible, especially at times of rapid change. The recorded culture has an organised feedback system called libraries and information systems. It can be seen operating in special libraries by special librarians, and that is why they exist. In the public sector such a recognition is important as a democratising factor in involvement of individuals in their personal and social development.

Society has information and learning needs. These are reflected in the developing culture which also has needs. Librarians access one and organise and promote the other as a social benefit feedback system. In order to decide what to provide we must both involve our users and listen to the message of the culture. Ideas too have an existence and a purpose with what we too must be concerned. Listening to the culture in all its manifestations and making it known is a vital part of our professional process.

So, what practically must we do?

(1) We must relate our resources to the needs of our society, locally and globally.

(2) We must relate our resources to the initiatives of other agencies.

(3) We must use our resources, especially financial ones, to stimulate answers to needs.

(4) We must select from knowledge of our resources and the needs of our clients including the culture.

(5) We must make best use of our resources, ourselves, our networks to meet the mission that society has placed on us. To do that today we must listen to the culture.

Notes

1. Higgin, Garth. Symptoms of Tomorrow, 1973.
   Puts forward the idea of post scarcity. Swedes may enjoy pages 133–150.

2. Robertson, James. The Sane Alternative. 1979.
   Suggests a number of future alternatives. Operates an international information exchange. Turning Point 2000.

3. Ancient Chinese curse – May you be condemned to live in interesting times.

4. Hawken, Paul. The Next Economy. 1924.
   The decline of the mass economy and the rise of the information economy.

5. Ortega y Gassett. The Mission of the Librarian.
   Antioch Review 1954. pp 133–153. Given in Spanish in 1934.

6. British Library Annual Report 1989.

7. Atkinson, Richard. Capital Provision for University Libraries. Report of a Working Party. HMSO 1976.
The Self Renewing Library.

8. Office of Arts and Libraries. The future development of libraries and information services: Progress through planning and partnership. LISC Report. Library Information Series No. 14 1986.
Practical example – Information North: an information development agency for north of England.

9. Smith, John. Library 2000 – The Changing Library Environment: A Needs Based Service. New Library World. Vol. 91. 1078. April 1990. pp 6–11.
Attempts to define needs and their relationships.

10. Teilhard de Chardin. The Phenomena of Man. 1959. The concept of the Noosphere – the envelope of recorded knowledge that surrounds the world.

11. Commoner, Barry. The Closing Circle. 1971.
Attempts to define the action required based on rational information of a technology that works.

12. Cumbria County Library.
Internal reports on the planning for an Environmental Information Service. 1990.

The Development of Library Technicians
A review of experience in selected countries

Ian M. Johnson
School of Librarianship and Information Studies,
Robert Gordon's Institute of Technology, Aberdeen, Scotland

Abstract

This paper describes some of the major themes in the development of Library Technicians which have been observed in four countries visited by the author: U.S.A., Czechoslovakia, Hungary, and Australia. Each of these study tours was intended to obtain insights from employers, educators and individuals at professional and technician level into the developments which had taken place and the reasons underlying them. The aim has been to identify factors which need to be taken into account in establishing educational programmes and employment opportunities.

The paper begins by briefly outlining the different patterns of education for Library Technicians in the four countries. It notes that the role of the Library Technician is not clearly defined, but there does seem to be a widespread movement towards assigning to Library Technicians many routine tasks which were formerly considered to be professional. It draws attention to the benefits which positive involvement by professional associations and central governments can bring to the recognition of Library Technicians, both through the encouragement of educational programmes which are broadly consistent in their structure, level, content and final qualification throughout a country, and through the provision of national guidelines on job classifications. It points to the way in which attitudes to Library Technicians largely appear to depend on the state of the job market, and whether Library Technicians are seen by others, particularly graduate professionals, as a threat to their employment prospects.

Introduction

In most occupations, an increase in the responsibility or complexity of the tasks undertaken by the senior personnel has resulted in delegation of the more routine duties to junior staff. In both developed and developing countries, the availability of adequately trained technician level staff offers management a more efficient and cost effective use of manpower.

Delegation of tasks to clerical staff is normally supported by inservice training. As the range of duties undertaken by the clerical staff increases, it is not uncommon that educational programmes evolve, leading to formal qualifications at the paraprofessional or technician level. Any shortage of skilled manpower can usually be overcome more rapidly and with fewer educational resources by the establishment of programmes at the technician level rather than at the professional level.

Few would deny that library and information work has become more complex in recent years. There have been very obvious changes resulting from the introduction of information technology. There have also been major changes resulting from new approaches to the management of library and information services. A greater orientation towards user needs, and an increasing emphasis on the evaluation of services are perhaps the two most significant trends.

In Britain, these changes have been reflected both in professional practice, and in professional education. There has also been a noticeable trend during the last ten years towards increasing the range of duties and the level of responsibility delegated to sub-professional staff. This has mainly been a consequence of financial pressures on library managers which have resulted in the substitution of less expensive sub-professional staff to replace more expensive graduate qualified professionals.

However, Britain now also faces a shortage of professional manpower, which will worsen in the next decade for a variety of reasons. Even greater delegation of tasks to sub-professional staff will be necessary. To maintain the quality of the service, they will need to be properly educated and trained. However, few educational programmes for Library Technicians have been established in Britain. The preparation of sub-professional staff for their advanced role has mainly been through in-service training. Many of the educational programmes established to meet their needs have been discontinued for lack of support.

Interpreting the literature

Because changes in the workforce and the coming manpower shortage are problems which can not be left to solve themselves, it seemed important to examine the experience of other countries in employing Library Technicians and in developing educational programmes to train them. The factors which contributed to their success (or failure) might provide guidelines for successful developments in Britain.

Throughout the world, the literature reveals that there are a variety of courses, and curricular patterns vary widely. There appears to have been considerable debate about the difference between the roles of the librarian and the Library Technician, and consequently about the contents of the curriculum at both levels. The educational programmes also seem to have enjoyed varying degrees of success.

In the U.S.A., the published literature which appeared during the 1970's suggested that there was a considerable growth of interest in paraprofessional educational programmes, but during the 1980's it reported that many of these programmes had been terminated. In other countries, notably in Australia, Canada, and in Eastern Europe, the literature suggests there are educational programmes which are more soundly established. In the developing countries, programmes of study appear to have been established at this level simply because the education system was under-developed. They appear to be now being complemented, or supplanted, by higher level courses.

The literature examined contained relatively little evidence about the employment of paraprofessionals. Outside Eastern Europe, few countries appeared to have established a generally accepted, clear role and hierarchical position for the technically qualified paraprofessional.

The literature did reveal that the attitudes of employers and of professionally qualified librarians towards staff at this level appear to vary widely. Many professionals fail to appreciate the potential of the technician in the workforce. Some appear to see this category of staff as a threat to their own employment prospects. The attitudes of the professional associations seemed equally mixed, in relation both to the establishment of such courses and to their relationships with organised groups concerned with Library Technicians.

However substantial, the published literature is incomplete. Not everyone writes about their innovations, or about their experiences in adapting other peoples' practices. Very few people write about their failures. It is also open to misinterpretation. Most authors of published papers assume that their readers will be as familiar as they are with the context in which they are working. Many developments in educational or manpower planning are recorded only in the unpublished records of institutions and associations. To understand why

successful developments had taken place in some countries (and why others had failed), it is clearly necessary to go beyond the published literature.

Moreover, the literature (which is in fact substantial in quantity) does clearly indicate that there has been no consistent pattern in developments across the world. The results of a study of Library Technicians and their education could, it seemed, not only provide insights which might lead to the successful initiation, development and maintenance of educational programmes for Library Technicians in Britain, but might also offer some guidelines for other countries.

In 1980, the author was given the opportunity to undertake a study tour of the United States, sponsored by the Library Association and the English Speaking Union. The author has since undertaken visits to Czechoslovakia (in 1983 and again in 1986) and to Hungary (in 1988), supported jointly by the British Council and the governments of those countries as part of the inter-governmental programmes of educational exchanges. In 1988, sponsorship from the Library Services Trust, Bailey and Swinfen Ltd., and the Library Association facilitated an extended tour of Australia, before and after the IFLA Conference.

The aim of each of these visits has generally been to meet employers, educators and individuals at professional and technician level, to discuss the developments which have taken place and the reasons underlying them. The nature and extent of past and present practices and attitudes have been or will be documented in a series of published case studies of library technicians in the countries visited. Each of them seeks:

- to identify the role of the Library Technician in the country concerned
- to examine the relationship with professionally qualified staff
- to review the development of educational programmes
- to identify the factors contributing to the continued existence or the failure of any of these programmes.

The aim of this paper is to begin to present some of the evidence which was collected in the countries visited. It is not an attempt to document the employment and education of Library Technicians or paraprofessionals worldwide. The author readily acknowledges that there are interesting developments in this field in many other countries, but is less familiar with them. Nor is it a rigorous assessment of the education and employment of Library Technicians in the countries concerned. It is, at this stage, simply an informal collage of fact and opinion gathered during the study tours, and because of the nature of IFLA Conference papers it is inevitably brief and compressed.

Education of Library Technicians

In the U.S.A., Library Technicians are educated in post-secondary institutions, called Junior Colleges, Community Colleges, or Vocational-Technical Institutes. Students completing the Library Technician or Library/Media Technician programmes are awarded qualifications which are most commonly described as Associate Degrees. The academic level is, at best, equivalent to the second year of an undergraduate course in a university. Because of their vocational nature, large parts of the Library Technician programmes are not recognised as credits which confer advanced standing on entry to undergraduate programmes, as the first university degree in the U.S.A. is usually a general arts or science degree.

In Czechoslovakia, Library Technicians are educated in three Vocational Secondary Schools specialising in librarianship, in associated centres throughout the country, and through courses operated by the various specialist networks of libraries. Those completing courses in the Vocational Secondary Schools are awarded the qualification called the 'Matu-

rita', which is the state examination required for entrance to tertiary-level education. No concessions are made for students from the Vocational Secondary Schools for Library Technicians who enter the university departments of librarianship.

In Hungary, there are optional courses in library studies in some of the Gimnasia, the academic secondary schools. These courses form part of the 'Maturita' examination for entrance to higher education. Because the number of pupils emerging from the Gimnasia into employment is insufficient, some of the networks of libraries offer similar courses for their staff. There are also groups of students taking library studies as part of their programme in the Colleges of Education which are tertiary institutions preparing primary or secondary teachers. The library studies course varies according to the level of teaching for which the student is being trained. Although many of the College graduates subsequently work as school librarians, some find employment in other kinds of libraries, where they are not regarded as having a professional status comparable to the graduates of the university school of librarianship. For the purpose of this paper, both the College graduates and the secondary school leavers in Hungary will be regarded as being Library Technicians.

In Australia, Technicians are mostly educated in the Colleges of Technology and Further Education (TAFE), which are at post-secondary level. Some technician education programmes are also offered by the Colleges of Advanced Education, which are tertiary-level institutions. In both cases, students completing the programmes have been awarded qualifications described as Associate Diplomas. These appear to be comparable in level to the first or second year of an undergraduate degree programme in a university.

Role of the Library Technician

In the U.S.A., there are no nationally recognised guidelines which define the role of the Library Technician. Individual employers establish their own job classifications. Partly because of this, and partly because of the tradition of students working to support themselves whilst studying, individuals with a wide range of qualifications can be found performing clerical duties of a responsible or supervisory nature, or undertaking the more routine tasks often assigned to recently qualified professionals.

In Czechoslovakia, Library Technicians normally undertake routine tasks such as acquisitions and cataloguing. They appear to have a limited role in reader services, confined to circulation work and simple bibliographical enquiries. They are in short supply in relation to the number of jobs which might be assigned to personnel qualified at this level. Consequently it is often difficult to distinguish between the work which is assigned to Library Technicians and that assigned to other employees who have attended some other kind of secondary school.

In Hungary, the range of work undertaken by the former pupils of the Gimnasia is somewhat similar to the work undertaken by the former pupils of the Vocational Secondary Schools in Czechoslovakia. The College graduates are assigned far more responsible work, particularly in the public libraries where they may be placed in charge of sections of the service, such as the reference service or work with young people. They are, however, less likely to become the director of a public library than a university graduate.

In Australia, despite the existence of work level guidelines produced by the Australian Library and Information Association (ALIA), there is still some disagreement over the allocation of tasks between graduate professionals and Library Technicians. There is increasing support for the view that when a task is codified or mechanised to a certain degree, it ceases to be professional. It is widely considered that Library Technicians are capable of working to a given set of rules, and within those rules they can be allowed some freedom to exercise their judgement. Many employers have taken the initiative by restructuring their workforce accordingly. There is widespread use of Library Technicians in technical services

(acquisitions and cataloguing), and in circulation work. There is some resistance to the employment of Library Technicians in reference work, although the more enlightened employers willingly use them to respond to simple bibliographical and directional enquiries. Query negotiation and subject enquiries, particularly on-line searching, are regarded as the preserve of the graduate professional. Some employers are beginning to seek Library Technicians with managerial skills not only in supervisory duties but also in tasks such as budgetting. This is partly a response to the financial pressures being placed on employers which necessitate optimising use of their human resources. It may also be a reflection on the fact that whilst there is much specification of what the lower levels of staff can and can not do, it is not too clear where the boundary with professional duties and competencies lies.

Relationship with professionally qualified staff

In the U.S.A., the American Library Association (ALA) prepared guidelines for Library Technician education programmes, but made no attempt to encourage the adoption of these guidelines. There was apparently some concern that the existence of technician level programmes accredited by the Association might somehow be confused with the accredited programmes for university graduates. Subsequently, during a period when there was a surplus of graduate professionals, the Library Technicians were seen as a threat to the employment prospects of the graduates.

In Czechoslovakia, there is a general shortage of personnel with qualifications at any level in librarianship, and in this fundamentally egalitarian society, relations between the two groups of workers appear to be good.

In Hungary, for much the same reasons, the distinction between the two groups is blurred. Partly to try to reduce the shortage of qualified staff, the leaders of the profession, who are all university graduates have generally tried to arrange educational programmes which provide the best career prospects for the Library Technicians. Changes were introduced into the Library Technician programmes a few years ago which were specifically intended to ensure that the programmes led to a state recognised certificate. Possession of this certificate entitles Library Technicians to a certain minimum salary.

In Australia, the Australian Library and Information Association has issued guidelines for Library Technician programmes and accredits colleges which meet its guidelines. It has also produced work level guidelines to assist employers to review their staffing. The Association encourages Library Technicians into membership of the Association, charging at lower subscription that would be paid by a graduate professional on the same salary, and awarding annual prizes for the best student at each College. Few technicians have shown interest, however, and only about 200 have joined A.L.I.A. Some participate in Association meetings on the basis of their employing institution's membership of ALIA. Generally, however, Library Technicians appear to be more actively interested in supporting Trade Union activity, to establish job classifications and improve salary levels. Graduates with a postgraduate qualification in librarianship seem able to accept Library Technicians rather more easily than graduates whose first degree is in librarianship. Some Library Technicians are becoming critical of the poor work performance of the graduate professionals who are currently their supervisors. Some Library Technicians are competing for professional jobs, and professionals are applying for technician level jobs. Because there is already a surplus of professionals in some parts of the country, it does seem competition for jobs may be a source of tension between the two groups.

Development of educational programmes

In the U.S.A., the educational programmes for Library Technicians were initially a response to the shortages of skilled manpower in the period of post-war development. This coincided

with a decision by the American Library Association to raise the level of courses which it was willing to accredit from Bachelor's degree to Master's degree level. The Library Technician programmes became much more widespread in the late 1960's when government policies created significant demand for library manpower, and also encouraged the expansion of the education system. The Federal government funded a research project in Toledo to develop a curriculum for Library Technicians. This became a model for many others. Several years later, another Office of Education grant enabled the St. Louis Community College at Florissant Valley to survey the needs of the local business community, leading to the successful establishment of new courses in records management as part of the Library Technician programme. At the peak of the Library Technician movement, there were perhaps 130 colleges across the U.S.A. offering courses for Library Technicians, but while they were encouraged in certain States, such as California and Illinois, there was little development in others. Distance learning projects, such as the U.S. Department of Agriculture Graduate School's, or the Oklahoma TV network helped to overcome the geographic problems which are inherent in a country as large as the U.S.A. Many of the courses attracted only small numbers of students and were not regarded as viable in the harsh economic climate in the 1980's. Although ALA did establish guidelines for these programmes, it chose not to offer a system for their accreditation. Individual colleges were left to devise programmes. In at least one State (Indiana), the curriculum was based on an extensive project to profile jobs and analyse tasks. Many of the colleges established local advisory committees which contributed ideas for curriculum development, and which helped to promote the course with local employers. Inevitably, there was a great variety in the structure, content and level of the programmes. Consequently, there was little or no basis for the national recognition of the Library Technician.

In Czechoslovakia, educational programmes for Library Technicians were established in the early 1950's, as part of a programme of reorganisation and reform of the education system initiated by the government to meet the economic and cultural needs of the country. Three specialist Vocational Secondary Schools were established, drawing pupils from throughout each of the main regions, but they have never been permitted by the government planners to enrol enough pupils to meet the demand from employers. Consequently the Schools have had to establish temporary part-time centres in various cities throughout the country, and the national networks of libraries have established their own parallel courses. Other government agencies take a more positive approach to development, and regular revisions of the curriculum take place, under the guidance of the national Research Institute for Vocational Education, usually when the whole of the secondary curriculum is re-considered. There is no local or national forum which is intended solely for educators and employers to exchange opinion on educational issues, but the informal contacts and the national process of evaluating and planning library systems serves much the same purpose.

In Hungary, the educational programmes for Library Technicians also grew out of the national educational reforms initiated by the incoming government in the early 1950's and again following the Russian intervention. Subsequently they have been modified in various attempts to resolve the continual problem of a shortage of skilled manpower. An additional problem is a lack of mobility which results from housing shortages, and attempts have been made to ensure that appropriate training is available in all parts of the country. Curriculum development is supervised by a committee serviced by the training department of the Centre for Library Science and Methodology in the National Library, and including few representative employers.

In Australia, educational programmes for Library Technicians were first established in the early 1970's when the then Library Association of Australia (now ALIA) decided that the

minimum level at which it would accredit professional education would be raised to Bachelor's degree level. This coincided with a period when libraries were expanding, and the growing requirements for skilled manpower were not being met by the Australian education system or by immigration. With the exception of the Northern Territory, there are now colleges in every State offering technician level programmes. In addition, the vast distances between population centres in Australia have resulted in the establishment of distance learning programmes for Library Technicians in two States (South and Western Australia). In one State (Victoria), the curriculum has been based on a detailed job profile and task analysis survey of Library Technicians. ALIA accredits the programmes, and reviews its guidelines for programmes regularly. It is believed that at least 80% of the content of courses is now comparable from college to college. The Commonwealth (ie federal) government has recently established general standards for TAFE colleges' programmes, to ensure that the qualifications they offer are recognised nationally. Most colleges have had local advisory committees to provide links with local employers. Some States are now considering disbanding these, as they feel that they are no longer necessary because of the national supervision of colleges. The Commonwealth's intervention has also resulted in some colleges being required to raise their programme's qualification from Certificate to Associate Diploma level. This "qualification creep" has caused some holders of the Certificate to fear that their qualification has been devalued, even though in many cases the content and level were identical. This seems alarmist, as there are still relatively few qualified Library Technicians, and the competition amongst technicians for technician level jobs is not strong.

Factors contributing to success or failure in the development of Library Technicians

In the U.S.A., the major impetus for development appears to have been the manpower shortage. The willingness of government and other agencies to fund research to develop the curriculum and to establish distance learning projects also helped. At a local level, the local advisory committees were probably the most significant contributor to the success of programmes. Those programmes which remained isolated from local employers were amongst the first to fail. A more serious cause of failure, however, may have been the lack of consistency in the programmes content, level, and qualifications, and the lack of national accreditation mechanisms, which resulted in a lack of real recognition for the programmes. Without recognition, employers were unlikely to offer incentives to staff to complete the courses. Without incentives staff were unlikely to enrol. A decline in the demand for qualified manpower, and pressure on colleges to support only courses with enrolments large enough to be viable resulted in the termination of many programmes. Competition in the job market (whether real or imaginary) between graduate professionals and Library Technicians also appears to have undermined support for the education and employment of Technicians.

In Czechoslovakia, central government intervention has played a major part in the successful establishment of programmes for Library Technicians. It has provided a formal framework for their establishment, and for the continual monitoring of the programmes. There is a clear understanding on the part of employers and other professionals of the role of the Library Technician, and there appears to be little competition between the two groups in the job market. The major problem has been the inflexibility of the national manpower planning system to respond to demand, leaving the library networks to find their own solution.

In Hungary, central government has also played a part, and has been more successful in achieving its aims through educational institutions. The outcome has, however, been fragmented, with different technician level courses being offered by no less than six kinds of agencies. Central direction for curriculum revision aims to overcome conservatism, but it appears to be done in a way which ignores the views of employers and thus undermines the credibility

of the programmes. The fact that the course in the Gimnasia is optional results in it tending to be taken only by weak students, seeking an easy way to raise their marks in the 'maturita' examination for university entrance. It is consequently held in low esteem by the employers. The continuing problem of providing enough skilled manpower in the right place ensures that there is little tension between the various groups.

In Australia, both central government and the professional association (ALIA) have taken an active part in superintending the development of programmes, and in ensuring a degree of consistency across the country. The Association has also followed through the initiatives of individual employers by providing guidelines on work levels. Manpower shortages encouraged the development of Library Technician programmes, but a current, temporary mismatch in supply has brought tensions into a situation which is still fluid. In certain areas there is a surplus of professionally qualified librarians who compete with Library Technicians for technician level jobs. In some areas, librarians are being pressed to employ professionals in technician level posts by external management consultants who hold the mistaken view that graduate professionals would represent better value for money. Moreover, the existence of Library Technicians appears to be not welcomed by unqualified school library aides who feel that their position is threatened, and by clerical staff in larger libraries who see Library Technicians as another form of 'vertical loading' – imposing another layer of managerial staff above them.

Conclusions

Although there are different patterns of education for Library Technicians in the four countries, it is possible to discern some common features.

The role of the Library Technician is not clearly defined, but there does seem to be a movement towards assigning to Library Technicians many routine tasks which were formerly considered to be professional. There is some reluctance to acknowledge the capabilities of the Library Technician, perhaps because this calls for some review of the role of the professional.

The attitude of professionally qualified staff, however, appears to depend largely on the state of the job market, and whether they see Library Technicians as a threat to their employment prospects.

Professional Associations, where they exist and where they have a strong influence on professional development, have a significant part to play in ensuring that technicians are adequately recognised. They can best do this through a system of accreditation of educational programmes. The protection of the status of their existing members appears to be an obstacle to their playing a closer and more positive approach to developing Library Technicians. Central government agencies may also have a part to play in ensuring a consistency in qualifications which enables proper recognition to be given to the education and consequent employment prospects of Library Technicians.

Without guidance from government and/or professional associations, it is inevitable that there will be confusion about the technician programme's curriculum, its aims and content, and about the capabilities of Library Technicians. If employers are not clear about the benefits which they will derive from employing Library Technicians, they are unlikely to provide incentives for their education, and the viability of educational programmes is undermined.

The benefits from the development of Library Technicians are clear. Establishing courses at technician level not only offers individuals a clearly defined level of educational achievement, but can also clarify the content of courses at professional level. A clear division of duties and responsibilities between Library Technicians and graduate professionals makes possible increased job satisfaction at both levels, and can enhance the status of both groups. For an employer, a properly structured workforce can bring improvements in efficiency and

cost effectiveness. On the basis of the study tours of these four countries, the obstacles which stand in the way of progress do not seem insurmountable. A coherent and widely understood national policy is the foundation for development.

Bibliography

Published articles and reports:

Johnson, I.M. A glimpse of the library technician movement in the U.S.A. LEG News (Library Association Library Education Group), (22), May 1982, 6–9.

Johnson, I.M. Library technicians in the U.S.A.: report on a study tour in September–October, 1980. 1981. Deposited at E.R.I.C., 1984 (ED 242 333). 110 pp.

Johnson, I.M. Education and training of library technicians in Czechoslovakia. International Library Review, 16 (3), July 1984, 247–270.

Johnson, I.M. Czechoslovakia revisited. Focus on international and comparative librarianship, 17 (3), (63), 1986, 32–33.

Unpublished typescripts:

Johnson, I.M. Information science and librarianship in Czechoslovakia: report on a visit, 25th May to 7th June 1986. College of Librarianship Wales, August, 1986, Confidential report submitted to the British Council.

Johnson, I.M. Multiple levels of education and training for library and information work in Hungary: report on a visit, 23 April – 7 May 1988. College of Librarianship Wales, July 1988. Confidential report submitted to the British Council.

Johnson, I.M. Library technicians in Australia: report on a study visit, August/September, 1988. (In preparation)

Mobile Library Services as a Functional Unit in Public Library Systems: The United States context

Leena Siitonen, Ph. D.
Graduate School of Library and Information Studies,
Rodman Hall, The University of Rhode Island, Kingston, USA

Abstract

As a unit of public library services, the mobile library or bookmobile are planned, developed, and managed like branch libraries. Major differences between the United States and Brazil are in: geographic and climatic conditions, transportability of roads, manufacturing of suitable vehicles, and availability of funds for staff, materials, and maintenance.

Cooperative efforts, both among library systems, towns and counties, and states, have enabled the launching of extensive mobile library services for population in remote rural areas as well as in expanding suburban areas.

New technologies, especially communication technologies, promise to make mobile libraries extensions for efficient use of printed, electronic, and audio-visual library resources.

Table of contents

		page
I.	The Purpose of Public Libraries and Mobile Libraries	63
II.	Public Libraries in the United States	63
	(a) Development	63
	(b) Services	64
	(c) Budget	64
	(d) Planning	64
	(e) Collections	65
	(f) Standards	65
III.	Mobile Library Services	66
IV.	Planning Mobile Libraries as Units of Public Library Systems	67
	(a) The State of Ohio	68
	(b) The State of Kentucky	68
V.	Coalitions and Cooperation	69
	(a) Fresno County (California)	70
	(b) Bedford (Virginia) Public Library	71
VI.	Types of Bookmobiles	72
VII.	The Status of Bookmobile Services	74
VIII.	Conclusion	75
References		75
Appendixes A–D		76–82

I. The Purpose of Public Libraries and Mobile Libraries

The IFLA Guidelines for Public Libraries defines the purpose of public libraries as follows:

> Public libraries should be equally available to all members of the community, regardless of race, color, nationality, age, sex, religion, language, status or educational attainment. Place of residence or the possession of physical handicaps should also be no bar to full access to library services: when readers cannnot come to the library, it may be necessary to take the library to them. Resources – – – must be carefully deployed to give maximum benefit to their communities. Each library authority therefore elects to provide a range of services whose variety and depth best suit local needs . . . (IFLA, 1985:7)

The purpose of mobile libraries, then, is defined in terms of serving "more scattered populations, or locations which need specialized facilities. In urban areas they can serve pockets of population which are isolated by main roads or railways, and new developing communities which will eventually need static branch libraries." As an appropriate order of priorities, when setting up service points in a newly-established or developing library system, it is suggested that first a headquarters as a base for planning and administration and for the development of supporting services are provided for, then main or regional libraries in major centers of population. Priority would be given to towns which might provide a service or an administrative center for a wide area.

There should be, in medium-sized towns, district libraries and branch libraries in small towns and large villages. Mobile libraries and other services should be in rural areas. Both in urban and rural areas, two considerations must be carefully balanced: easy accessibility and depth of service.

When management structure is adopted, the professional librarian, usally head of the public library service, should have direct access to the board or committee which is directly responsible for the service. (IFLA, 1985:37)

The determined objectives of public libraries should provide a basis for formulating more detailed objectives for each library system, which "should be consistent with the general objectives of public libraries, but will reflect specific local circumstances and perceived needs."

II. Public Libraries in the United States

(a) Development. In the United States, the first tax-supported public library enabled by state legislation was that of Boston, which opened in 1854. The social libraries, which existed in the United States from 1750, formed the basis for true public libraries. These libraries were established by voluntary associations of people and were available to anyone who could pay a fee. Most of these social libraries evolved into free, tax-supported public libraries. "By 1896 there were 971 public libraries; by 1926 3,873 providing service to 55 percent of the population; the current 8,865 public libraries provide service to 98 percent of the population." (Bobinski, 1989:355) U.S. public libraries provide service through over 71,000 service points. There are 8,865 individual public libraries; the large libraries have branches – – about 6,350 in total. Services are offered in over 55,000 other locations, e.g. bookmobile stops, deposit collections, etc.

The development of public libraries has not been straightforward. In fact, as Bobinski stated, it has been cyclical with both good and bad times. A great period of expansion from 1890 to World War I was due in part to Andrew Carnegie's philanthropy, which resulted in 1,412 communities receiving funds for 1,679 library buildings. Then, a period of decline followed during the Depression in the 1930s. However, a golden age of library expansion

followed during 1948–1968, followed again by another period of tight budgets and problems.

Some features of public libraries have distinguished them from school, academic, and special libraries. Public libraries serve all age levels and all educational and occupational levels. They try to meet the information needs of everyone. Patrons of other libraries often use also public libraries. For librarians this often creates diversity, excitement, and satisfaction in public library work. Over 38,000 librarians work in public libraries. Public library has been often referred to as the people's university because it is a place for self-learning and self-education.

(b) Services. Public libraries provide a wider range of services than other libraries: Specialized collections, services, and staff are provided to children, young adults, and various categories of adults. Services may be specialized to local business and industry, to minorities, to the institutionalized or homebound, to the illiterate, to the new immigrants, or to migrant workers. Besides main libraries, services are available through branch libraries, deposit collections, bookmobiles or book-by-mail service. Public libraries are expanding their services via online communication systems and other technologies.

Since public libraries serve the entire community, they are much more active in public relations and publicity than other types of libraries. Their publicizing efforts serve two primary functions: attracting library users and increasing financial support by informing the local community about the importance of the local library.

(c) Budget. Another very important, distinctive feature is that public libraries are primarily supported by local taxes and are controlled and administered locally. Although there is some federal and especially state aid, the bulk of public library fiscal support comes from county, town, or city tax money. (Bobinski, 1989:355) Public libraries were first established in cities. In the late nineteenth and early twentieth centuries, the state library extension agencies systematically developed and helped organize libraries in every municipality. Often though, libraries were started in communities too small and too poor to support them at all or to support them at a level to produce reasonably good service. Even now, the laws permitting libraries in every community are still on the books; they set no minimum standards in regard to population or financial support. (*Wheeler & Goldhor's,* 1981:309) It has become evident to librarians that rural areas could never organize municipaltype libraries and that many towns were too small to secure adequate library service by independent action. Laws authorizing county public libraries were enacted and, for the last seventy years, efforts have continued to organize such libraries. Also multi-county libraries have been developed since mid-1930s. In 1935, there were 225 county libraries; in 1944 they numbered 651; and in 1960s over 1000. (*Wheeler & Goldhor's,* 1980:309) Public libraries spend more than US$3 billion annually. Using an index of 100 for 1980 public library expenditures, the index for 1987 was 181 (131 in 1980 dollars). (Bobinski 1989:356) Meeting the financial support for library materials, staff, and maintenance of physcial facilities has been complicated by inflation and the increasing cost of energy.

Theoretically able to include enough people and enough taxable wealth to justify a public library, a multicounty unit, unavoidably, has to cope with the problems of giving service over a large area and to many small groups of people. Mobile libraries and books-by-mail services sometimes have been considered. Furthermore, the county and multicounty library are on step removed from the local community, and consequently it has been difficult to persuade voters to approve the organization of such libraries or to provide anything than minimum tax support. (*Wheeler & Goldhor's* (1980:310)

(d) Planning to Satisfy Major Current Needs. One of the major challenges is how to secure reasonably good library service to all in a situation of increasing scope and complexity. There

is need for greater planning and communication among the libraries in metropolitan centers. For some years, the great movement of population has not been in the cities themselves but in their suburbs, which typically resist consolidation with each other or with the central city. There is the need for public library service to be planned and coordinated, if not also administered, at a level above that of the smallest political unit. Approaches to such planning and coordination are being undertaken by various agencies in the country – – for example, The Urban Libraries Council and the Reference, Research & Resources Councils (3 R's) of New York State. (*Wheeler & Goldhor's* 1980:310)

Professional librarians are well aware that a national plan is needed that will suggest approaches by which to cope with the problems of providing all citizens with library coverage within a reasonable distance, of upgrading the quality of library service where it is now below standard, and of securing effective coordination of public library service in metropolitan areas. There exists a great concern with library development and support in terms of getting materials into the hands of individuals and not in terms of library buildings, whether these are independent local libraries or small branches of a larger system.

The Public Library Association proposed multitype library structures to coordinate public libraries and public library systems with all school, academic, and special libraries in a region. These regional multitype systems were to be affiliated with state, multistate, and national networks. A clear consensus, it was noticed, should be reached on the role of each library and type of library within the system. Due to its universality, the public library should assume, with the state library agency, leadership in negotiating this consensus. Funding for the mulitype systems, it was suggested, should be based on the principle that no member library can be expected to support the total cost of cooperative services solely from its local budget. (Goals, Guidelines 1979:11–12).

The promise and the challenge of library cooperation, whether including systems and networks or perhaps forms of organization not yet seen, are that the total universe of information could now be accessed and used by every citizen as they might choose, throught the local public library as a node in the system. With certainty, there still exist many organizational, political, structural, and attitudinal obstacles, but the techology is available and can be put in place to accomplish it. The major problems, it was speculated, were mainly created by persons involved.

Over 90 percent of public libraries in the U.S. are controlled by boards of trustees of lay people who are locally appointed or elected. The remaining public libraries are a division of local government reporting directly to a mayor, county executive, or city manager. The boards of trustees obtain local funding, determine policy, and delegate responsibility for operation and management to a public library director. This system works very well, protecting the public library against local partisan politics and giving citizens a voice in the library's governance.

Public libraries were the first to establish cooperative library organizations in which they could share resources and provide centralized services such as acquisition and cataloging to member libraries.

(e) Collections. Public library collections total over 500 million books. Circulation is over one billion items per year, ranging from books to computer software and from children's toys and games to audiocassettes, video cassettes, and film. Circulation has risen steadily: to 118 in 1987, up from 100 in 1980, and up from 43 in 1949, when an index is used. (Bobinski, 1989:356)

(f) Standards. The Minimum Standards for Public Library Systems (1966) presented only indirectly standards for individual libraries. Their primary purpose was to ensure that the citizens have available to them library service of at least the caliber described. The emphasis

was on systems of libraries rather than on the independent community library. Although attempting a broad approach, the standards did not express the profession's major new concern: outreach services to meet some of the needs of the urban poor. (Rebenack 1989:320)

III. Mobile Library Services

In terms of providing public library service, many differences exist in the provision of services between countries with strong public library tradition and countries where public libraries are a rarity seeking for approval and acceptance. Mobile library services follow the same path, although in a few countries strong development has taken place. IFLA survey on mobile libraries in selected 15 countries produced the following statistics:

Australia	1	3	2
Brazil	–	11	1
Denmark	–	1	1
GDR	–	1	–
GFR	2	2	2
Hungary	–	–	2
Malaysia	2	6	4
England	1	5	12

Source: (IFLA, 1985) *International Guidelines for Public Libraries*. The Report of a Working Group. IFLA General Conference, Chicago 1985. Appendix III. (2-PUB-1-E)

(*Note:* The statistics were taken from three library systems in each of libraries/book buses.)

It is obvious that the provision of mobile library services differs from one library system and one region to another both in developed and developing countries. In most public libraries, the public library authority can choose one of two alternative methods of providing library service to the community or a combination of both methods: Branch libraries can be established to serve local communities. The second method is the use of mobile libraries to serve citizens living at a distance from libraries in buildings. Developing countries often lack adequate roads and, consequently, there is a limit to which mobile libraries can be used to offer service. Instead, the establishment and administration of branch libraries becomes a critical factor in the effectiveness of public library services in developing countries. (Nzotta, 1987:49)

The collections of most branch libraries are equally small in size. Applying any recommended quantity standard to the collections of the branch libraries seems impractical. Probably the rather inadequate collections to some extent account for the low patronage of the libraries. (Nzotta, 1987:52)

In this connection and for comparison, it is useful to review the IFLA Draft Guidelines for Mobile Libraries (1983). These Guidelines cover operating field possibilites, the construction and interior of mobile libraries, the construction and interior of garages and fixed location book storage areas, working rooms, and offices for mobile libraries, and the composition and size of mobile library collections. Detailed specifications and drawing for vehicles and buildings are provided, with nine possible types of vehicles shown. (IFLA, 1983:35)

The physical size of the bookmobile is used to determine the size for the collection of mobile branch libraries and departments. The basis of bookmobile services and collections is that they are considered as branches of the main or central library functioning within the working-area of a central library or a county library as a branch library, record library, separ-

ate children's department or possible other departments. The mobile library should be an integrated part of the library system. Thus, the basis for selection of library materials for mobile libraries should be the same as in the main library, i.e., the selection should be an integrated part of the general selection and acquisition policy.

The physical size of a mobile library always limits the range and kind of materials. However, in principle the whole collection of the main library (and the library system) should be available for mobile library users. The deficiency or lack of direct access to main collections should be reduced to a minimum by an efficient request service. All materials should have the same loan principles as in a central or a branch library. The collection can include reference and other materials, e.g., audio-visual materials, journals, periodicals, brochures. The main function of the mobile is almost without exception the lending function.

Although the composition of the collection highly depends of the number of adults and children in the area served by bookmobile, a minimum of 50 % of material for adults is advised. The collection can include special materials for, e.g., local community information and also for general referral service. If the mobile has a special task, e.g., service to schools, immigrants, adult education, or literacy programs, this must be taken into account with the composition of the collection.

A catalog in microform of the library system is advisable. A card index often takes too much room. When the catalog is not in the bookmobile, in the United States, the technologies in use for communication with the central library include telephone, packet switching radio, computer terminal, and telefax.

IV. Planning Mobile Libraries as Units of Public Library Systems

In April 1980, the Public Library Association introduced its first planning manual, *A Planning Process for Public Libraries* (*Planning Process* (1980)). Two years later was published *Output Measures for Public Libraries* (*Output Measures* (1982)). The Public Library Association conducted, during the 1980s, a major promotion and dissemination effort and started a work on revisions. In 1987, new editions of the manuals were published under the collective title "The Public Library Development Program" (PLDP). An effort initiated by a small group within PLA to confront and respond to social and economic changes resulted in a continuing process by PLA to promote a major change in the thinking and approach of public librarians.

In 1988, a research team from the School of Library and Information Science at Indiana University began a study of the origin, development, and diffusion of PLA's planning and evaluation manuals. The purpose was to add to the general understanding of means through information about administrative innovations is currently being disseminated among the small and medium-sized public libraries. (Pungitore (1990))

The Public Library Data Service (PLDS) is a new source of statistical data for library administrators. It is prepared by the Public Library Development Program. It provides a timely, selective set of data from public libraries across the country for library administrators and board members to use in identifying top performing libraries, to compare service levels of institutions with similar resources, and to use as documentation in requests for additional funding. The first publication, *Statistical Report 1988* became available in July 1988. A yearly update of the statistical report is prepared, as well as customized reports and on-demand searches.

Data elements collected for each public library surveyed include general information such as population served, registration, holdings, number of branches, and salaries for the director and beginning librarian. Other items cover staffing, sources of income, and operating expenditures. Community measures and output measures data are included only when

provided by responding libraries. Responses are organized by population of legal service area. More than 350 public libraries across North America serving populations over 100,000 are represented.

Data on personnel is available both in statistical figures and in presentations on job descriptions and library organization. As another example of carefully planned positions for librarians involving work in mobile libraries, the job descriptions and the organizational chart of a library, included in T.D. Webb's study on public organization and structure, are in Appendix B.

Before PLDS became available, locating collective data about public libraries for planning and budgeting purposes was more difficult. The data available is still limited by the fact that funding public libraries varies from state to state. The cases of Ohio and Kentucky states are presented as examples.

(a) The State of Ohio. In 1986, a state law was passed in Ohio to fund public libraries on a state income tax. In general, income tax is considered a much fairer tax than property tax. For those who believe that public libraries are a necessity which should be available and freely used by everyone, the income tax is an appropriate funding mechanism for public libraries. It more or less guarantees funding for libraries statewide and leads to the possibility of *mandated* public library service.

The Ohio model has shown that libraries in poorer parts of the state have improved dramatically since the distribution formula includes an equalization factor. At the same time, libraries in more affluent parts of the state have the option of winning supplemental levies. The bottom line is a stable, adequate funding for all Ohio's public libraries with a $19.74 per capita distribution from the state income tax alone. (Long, 1989:49)

The state of Ohio has well-developed extension and book mobile services. In 1984, the number of bookmobiles, including those of OVAL Bookmobile service (3) and the State Library Bookmobile Service (7), totaled 68. These contacted 486 schools and had 1,874 community stops, making 2,360 stops total. Circulation was 4,384,609 items, and 1,538,557 were borrowed by adults. At the same time, the total number of branches was 403 and their total circulation was 35,641,555. Total circulation of all public libraries was 79,726,090, including the circulation of 36,257,733 of adult collections.

A brief summary of Ohio Library Statistics 1984 follows:

Public libraries 250	State Library 1
Total volumes 31,572,400	1,813,416
No of vols added '84 1,896,007	23,117
Total staff 5,635	119
Total professionals 1,207	38
Total operating cost $157,123,899	4,343,671
Expenditures Salary $77,873,286 49.6 %	$2,621,284 60.3 %
Materials $26,442,146 16.8 %	$370,143 8.5 %

(Source: *Statistics of Ohio Libraries 1985.*)

(b) The State of Kentucky. The information on bookmobile service in the state of Kentucky was compiled from the 1988 *Annual report of Public Libraries* (Kentucky, 1988) and it was aimed as assistance in evaluation of present bookmobile program and planning for future services. The cost per circulation was calculated by combining bookmobile costs of the librarian's salary and total bookmobile costs and dividing it by the total bookmobile circulation.

Circulation per day was based on the sample of a bookmobile operating five days a week, eight hours per day compared to the number of weeks on the road. Note that for fiscal year 1988, hours of operation was not collected.

Background information: More than one bookmobile 5 counties (each had 2): Sharing bookmobile 11 counties (in 4 cases 2 counties, in 1 case 3 counties sharing); No bookmobile 6 counties; Not participating in survey 3 counties.

Totals:

	Population	3,618,711	participating
1	Salary, Bookmobile librarian	$8,943	average
2	Bookmobile operating	$1,223	avg
3	Bookmobile repairs	$809	avg
4	Bookmobile insurance	$767	avg
5	Total bookmobile costs	$2,678	avg
6	Number of bookmobiles	110	sum
7	Books & material, total bookmobile circulation only	30,342	avg
8	Bookmobile circulation, %	19 %	percent
9	Total number of bkmble programs	1,531	sum
10	Total no. of bkmble programs (series)	122	sum
11	Total people reached by bookmobile programs	32,490	sum
12	Hours per week bkmble on road	27.02	avg
13	Number of house stops	103	avg
14	Number of school stops	4	avg
15	Number of community stops	20	avg
16	Number of shut-ins	12	avg
17	Number of deposit stations	3	avg
18	Number of programs	8	avg
19	Number of clubs, etc.	7	avg
20	Months each year bkmble runs	11.7	avg
21	Cost per circulation	$0.521	avg
22	Circulation per day	177	avg
23	Hours of operation (not collected)		

These data show the totals and the diversity of services. It is possible to infer that the range of both the cost of services and the services themselves represent a great variance, often regardless of the type of coalition.

V. Coalitions and Cooperation

In some widely separated locations, e.g., New York, Virginia, Illinois, Tennessee, and Washington, the coalition of complex library systems provides a considerable body of evidence of the many advantages a system membership brings. It can also be shown that while many major problems have been solved in the process, there are many problems remaining which system development or membership alone cannot solve. For example:

1. Structure. A Combination of weak libraries does not create a strong system. There may be a problem of distance or small population base, and the nonaffiliation of a relatively strong library can affect the quality of system service, especially in a sparsely settled area.
2. Services. In general, the problem is one of lack of linkage with other systems and

resource libraries. The evidence in places like Illinois seems to indicate that this problem can be readily overcome at the state level among public library systems. Linking together joint efforts among types of libraries (school, academic, and special) is a problem of greater magnitude.

3. Role of the state. Well-financed, strong state libraries have stimulated rapid development of systems. Where the state support is weak either financially or in leadership from the state library, especially in planning support, progress has been slow.

4. Finances. A Major problem can be the inequity of local funding among the members of a system even in those states offering strong financial incentives. In some states, member libraries may have great difficulty raising the supplementary support needed. (Rebenack, 1978:307)

Cooperation and coalition of library systems, evidently, carries a great importance to bookmobile services, both in multicounty or regional library systems. Individual counties have developed their library systems and, thus, also mobile library services independently. To illustrate their processes, three cases are presented.

(a) Fresno County (California) Public Library. (See Naismith, 1989:52–54) the Fresno County Public Library (FCPL) purchased its first bookmobile, "The Bookmobile," in 1962, and another one six years later for the specific purpose of serving area farm workers. The bookmobile, funded from Library Services and Construction Act funds, was called "La Biblioteca Ambulante," which carried library materials to isolated rural areas. People were notified, door to door, and at the camps of migrant farm workers about the bookmobile timetable prior to scheduled runs. Some Spanish-speaking library staff members provided Spanish-language and other specialized materials for classes, youth organizations, and tutorial groups.

In 1975, La Biblioteca Ambulante's LSCA project grant ended, and California's tax-cutting Proposition 13 was passed in 1978, resulting in 50 percent reduction in bookmobile services. The bookmobile service area remained the same, but stops became less frequent. In 1983, the bookmobiles were no longer a service of the San Joaquin Valley Library System; they operated only in Fresno County. The 1980s have brought even greater cutbacks to La Biblioteca Ambulante. The number of stops has been reduced from 33 to five. The Bookmobile, which has several stops, mostly serving migrant children, also serves senior citizen facilities, schools, and general neighborhoods. It has a total of 20 stops, six or seven of which include migrants. These stops are monthly, having changed from biweekly in 1983. In addition, the full-time librarian position has been eliminated. The bookmobile department now consists of two part-time library assistants.

For fulfilling information needs, the bookmobile has failed, due to too short stop time; sometimes 45 minutes once a month. Neither bookmobile provides service on weekends or evenings; consequently, most of the patrons are children. Since many migrant adults work seven days a week, very few ever have the opportunity to use the bookmobile. Those adults that do need specific types of information often obtain it from social service organizations. Libraries need to consider the functions of community agencies in providing information to migrant populations.

In recent years, Fresno County Public Library has pledged a large financial commitment to automation. In literate, upper-class neighborhoods the computer is welcomed as an effective tool. Also, members of these communities are much more vocal about demanding library service than the migrant, minority and low-income patrons. As a result, services for migrants are tending to get short-changed in deference to the more sophisticated needs of wealthier communities.

For the most part, grants are designed to finance innovative programs, not to maintain

existing services. A library might secure a grant to set up bookmobile service to migrant workers, as was done in Fresno, but after a year or two the library would have to provide funding.

Librarians would like to see an extension of the very limited time spent serving adult workers and an increase in the number of stops. They would like to take the bookmobile to sites in the evening and on weekends, to enhance the collection, especially in nonprint materials. A commitment has been made by libraries to serve migrant farm workers. (Naismith, 1989:55)

(b) Bedford (Virginia) Public Library. (Strachan, 1986:65–66) A book-van service in the area served by the Bedford Public Library – – City of Bedford (pop. 5,991) and Bedford County (pop. 34,927) – – was made possible, when the library obtained its regional status as specified in the Virginia State Library Act and qualified for a one-time-only Federal Establishment Grant of $50,929. A research effort was carried out in order to determine the criteria for creating and maintaining a wide variety of services. The library literature was searched for information on outreach services and new bookmobile trends. Several successful outreach operations in Virginia and North Carolina were visited, indicating that bookmobiles were not a dying breed in spite of some rumors to the contrary and that when such services are creative, flexible, and versatile, they can indeed prosper.

The conclusion was that the best service to the people of that area could be achieved with a twofold approach to extension: (1) to improve two existing stations and open three new ones in other county locations; and (2) to establish a bookmobile-type service also to function as a weekly courier for the five stations. The new stations operate with basically the same ground rules as the older ones.

The main library would provide books and other library materials, office supplies, shelves, furniture, charger rental, and insurance. Its budget would pay the part-time salaries (12 hours per week) for the staff at each station. The station personnel was hired from the communities they served on the grounds that qualified local staff would be most effective. The remaining needs would have to be provided by each community: the actual site (rent free), utilities, heat, and maintenance.

The five library stations share facilities with a medical center, a church, a gift shop, an office building, and a former bank/post office. Free space was found, because often the community was willing to pay for the facility.

The grant did not accomodate a standard factory-built bookmobile and three new stations. As a less expensive alternative, specifications were drawn up for converting a step-van, and bids were let to Ford, Chevrolet, and GMC dealers. A Chevrolet 14' step-van was chosen.

Among the many decisions to be made on the bookmobile service were the following:

- Should we convert from gasoline to propane? No.
- Do we need a generator? Yes, to power the lights, heat, charging machine, projector and air conditioning (a must in the hot, humid South).
- Do we need a skylight? No, some leak.
- Do we want a revolving driver's seat? Yes.
- Carpet or linoleum for the floor? Linoleum.
- Wooden or metal shelves? Wood: Pine.

(And so on . . .)

The total cost of the multipurpose van and its conversion was $20,067 (in 1985). It provides room for 2500 books, media materials and numerous storage areas.

The planning of book van stops was started by making numerous contacts – – letters and surveys were mailed to ministers, businessmen, school principals, civic organizations, and

county supervisors. The planners drove hundreds of miles throughout the county looking for suitable locations for van stops. When the residents were polled, it was found that in the areas where residents had easy access to cities, including Bedford, there was less interest in or need for the book van than in the more remote and less accessible areas.

Preparation for service included these steps:

(1) Van conversion
(2) Station installation
(3) Selection, ordering and processing materials (books).
- multiple copies of favorite easy titles, juvenile titles, current adult fiction;
- children's titles in reinforced paperback;
- donated books;
- books from the main collection;
- NO separate collection for the extension.

(4) Location: duplicate cards typed for books in the book van; original cards kept in file in the main library; location and date "borrowed" indicated on the original cards. Each location has its own identifying color ink used on the date-due slips.
(5) Staff. The responsibilities were divided between two part-time workers who would work three days per week: two days in the book van, one day in the library. With the increased demand for services, two staff members on the two busiest days of the week.
(6) Promotion of the Services.
Press releases were sent to newspapers and radio stations.
Flyers were sent home with over 7500 students in public schools.
Area churches accepted thousands of bulletin inserts for distribution to their members.
Posters were placed strategically.
Grocery stores stuffed flyers in customers' bags.
Open houses were held.
The book van was decorated and entered in two Christmas parades.
Winnie the Pooh passed out flyers on the street.
(And so on.)

The goal of providing quality service to substantially more people has been met. There are now more than 8000 registered borrowers in a population base of less than 40,000. One in every five city and county residents is a card-carrying member of the Bedford Public Library. The circulation has risen substantially and continues to build as the services become better known and more widely used. For instance, the outreach circulation increased from 11,737 to 24,130 for the first quarter. The support from trustees and governing agencies has provided a strong support for funding. When the initial grant funds had been spent, $25,000 were allocated to maintain the new services. And the users have expressed their pride and pleasure in the new service.

VI. Types of Bookmobiles. In the United States, about thirty companies manufacture bookmobiles. Among them, Thomas Built Buses, Inc. is a company with over 70 years of manufacturing of streetcars, trolley coaches, school buses, and commercial buses, which were modified for library purposes. Bookmobiles have been manufactured for over 30 years. The company has facilites in the U.S., Canada and Quito, Ecuador. Four different models and one specifically modified bus are made for libraries:

(a) Thomas Bookmobile MM, 78" stand-up headroom, 96" wide body; a tight turning radius for safe maneuvering; length from 22'3" to 23'8"; price from $48,000 to $51,000 depending on gas or diesel engine; capacity 1,400 to 2,000 books bases on body size.

(b) Thomas Bookmobile CV, available in four chassis models: GMC, Navistar, Chevrolet and Ford; length from 18' to 32' for the body only, add about 5' for a total length; price $67,000 to $80,000 depending on gas or diesel engine; a roomy interior; capacity 2,000 to 2,900 based on body size.

(c) Thomas Bookmobile MVP has a rear engine; from 31'6" to 36'4"; Caterpillar and Detroit Diesel; prize $75,000 to $85,000 depending on body size; capacity 3,000 to 5,000 books based on body size.

(d) Thomas Transit Liner ER, the largest bookmobile manufactured by the company; rear-engine design; length ranges from 31'8" to 39'7"; price $98,000 to $120,000; large capacity, 3,000 to 5,000 books to carry more material more miles at lower cost, reduced interior noise, heat and fumes; a large underfloor compartment.

(e) Thomas Bookmobile CB; driver' s compartment is removed from the main display area; a driver's side door.

For the longevity of buses, it is worth of nothing that Thomas Built Buses, Inc. offers a 5year/100,000 mile warranty on basic body parts as well as interior and exterior paint; a factory direct service; delivery on the MM and CV units 150 to 180 days, MVP and ER units 210 and 225 days. Interior and exterior designs are included in Appendix.

C. (*Thomas Built Buses*, 1989)

Stamford, Connecticut – The Ferguson Library. (*The Ferguson*, 1990) "A Profile – 50 Years of The Ferguson Library Bookmobile Service in Stamford, Connecticut" depicts the history of mobile library service using a variety of vehicles in a city in the North Eastern United States:

> The **first bookmobile** was a book truck with outside shelving, children's books on one side, adults' books on the other. It was started in January 1940. It held 1,500 books and made 25 stops on a 5-day a week schedule. Staffed by two librarians, it circulated 2,800 books the first year. **The second bookmobile** started operating in May 1950; it was a truck-pulled trailer heated by a kerosene stove. It carried 2,000 books to 17 stops on a 6-day a week schedule. The staff had a driver, 2 librarians and 3 part-time workers. It circulated 74,000 items in 1950; 20 people could come inside at a time. **The third vehicle** was also a trailer, drawn by a truck. It was 31 feet long and had a gas heater, was powered by an electrical generator; it carried 3,000 books, and had a 30 person capacity. In the first year, 101,000 books, were circulated; it made 28 stops on a 5-day schedule. The staff included a driver, 2 librarians and 3 part-time workers, assisted in the summer by college students.
>
> **The fourth bookmobile** was the first self-contained vehicle in service from 1970 to 1985 when the present traveling library was dedicated. It was manufactured by the Moroney company (Shrewsbury, Massachusetts). It was 26 feet long and had carpeting and air conditioning. It carried 3,300 books on a 5-day schedule, at from 25 to 30 stops per week during its sixteen years of service. It had a staff of a driver, 2 librarians, and 2 part-time workers. Since 1985, **the fifth vehicle**, a colorful bookmobile, designed by the Ferguson library and built by Moroney company, has been a familiar sight in the city of Stamford and at community events and parades. It is a 39 feet long, all-diesel vehicle, 12 1/2 feet high and 8 feet wide. It carries 5,000 items, including books, videocassettes, records, magazines, paperbacks, large print books, Express books and best-

sellers to agencies, community centers, shopping centers, corporations, neighborhoods, schools, and senior citizens' residences. Its staff includes a driver, 2 librarians, and 3 part-time workers. It makes 32 stops a week and circulated 54,000 items in 1989. The newest addition, in January 1990, is **the bookvan**, which is used as a substitute bookmobile to extend services to individuals and groups in the community. It is 25 feet long. It is also used for library deliveries and general transportation. (*The Ferguson*, 1990)

(Note: A weekly schedule for stops is in Appendix D.)

Acquiring mobile libraries is a major investment and depreciation rate is high.When cost of maintenance, service, and insurance, and wear and tear of the vehicle are combined with the expenses for salaries, wages, benefits, acquisitions, and other usual library expenditures, mobile library always requires a stable financial base and a strong commitment to specialized outreach services.

VII. The Status of Bookmobile Services.

Public libraries have been focus of statistical surveys infrequently. Since the 1960s, only one national survey of public libraries has been carried out. It was conducted in 1974 by the National Center for Education Statistics (NCES) of the U.S. Office of Education, as part of the *Survey* series, *Libraries General Information System (LIBGIS)*. (See Robert David Little, 1978.) The survey revealed that the total number of public library service outlets in the fall of 1974 was 89,142. There were 8,307 central libraries, 5,852 branch libraries, 52,276 bookmobile and other mobile unit stops, and 8,707 other outlets. This survey collected data from all libraries serving 100,000 or more and a sample of 1,148 of the remaining libraries. The sample libraries were stratified by regions. Responses were received from 98 percent of the sampled libraries. (*Wheeler & Goldhor's* 1981:417)

The American Library Directory 1989–90 lists 14,998 public libraries. For the purposes of the Directory, each public library was counted once and then each branch is counted separately. There were 9,068 public libraries, excluding branches; 1,278 main public libraries that have branches; and 5,930 branches. The total number of libraries in the United States was 30,751 including public, academic, armed forces, government and special libraries, and not counting school libraries. (*American Lib Dir 1989–90*, p.x.)

While the statistics on public libraries remain somewhat inconclusive, it is left for speculation, to what extent improvement of mobile library services has had – and would have – impact on library services. Various kinds of statistical reports are issued from time to time by state libraries and state library extension agencies, reflecting the data that have been collected by those agencies from local libraries. Since libraries began to keep statistics, the figures and their interpretation have been sharply critized, and it may be hazardous to draw many conclusions from statistics, because there exist a lack of continuity, changes of bases and in methods of reporting, and frequent gaps and errors also.

There is also the influence of general economic conditions on such budgets, circulations, and resulting per capita and unit circulation costs. Data based on library operations have to be interpreted in the light of cost index changes, of salaries in similar fields, of cost of monograph and serials, and of the growth of school libraries. The library's access to another library, a branch, or any network further complicates the assessment of mobile library services as part of a public library system. To identify all factors essential to research for planning may be a complex task, especially when different local and state regulations prevent the direct application of practices in another mobile library system.

VIII. Conclusion

The differences among public libraries, as in all other human enterprises, are due to the quality, character, aggressiveness, and innovation of leadership. The administrative policies and actions established and carried on by the library administrators determine the characteristics of library service which are offered to the community. As Carlton Rochel stated, the administrative policies and actions also influence the quality and character of the other two major elements of the library's service program: (1) the personal mediation of the library's information specialists on the behalf of the client-user and the supportive functions provided by staff, and (2) the display, storage, consultation, study space, and equipment that the library provides for the community. (*Wheeler & Goldhor's*, 1981:439–40).

There are many indications that the mobile library does not need to continue its print-dominated service, in which case it will have to eliminate its archival, secondary status in a society which relies more and more on video images and fast communication systems. By developing modern mobile services which make use of media integration, telecommunications, latest technology in energy use, and flexible scheduling, librarians will retain credibility with the taxpayer, the potential customer.

References

American Library Directory 1989–90. Chicago: American Library Association, 1989.

George S. Bobinski, "Public Librarianship: An Appreciation and a Profile," *Public Libraries* 28 (No. 6, November/December 1989): 355–357.

(IFLA, 1983) "Draft Guidelines for the Equipment and Operation of Mobile Libraries." Round Table of Mobile Libraries Section. Paper presented at the Annual Conference of IFLA (49th, Munich, West Germany, August 21–27, 1983). ERIC Document 239641.

(The Ferguson, 1990) (*Fifty*) *Years of Service 1940–1990, The Ferguson Library Bookmobile*. Stamford, Connecticut, (1990). (Mimeographed)

Goals, Guidelines, and Standards Committee, Public Library Association, *The Public Library Mission Statement and Its Imperative for Service* (Chicago: American Library Association, 1979), pp. 11–12.

Robert David Little, "Public Library Statistics: Analysis of NCES Survey," in *The Bowker Annual of Library and Book Trade Information*, 23 ed. (New York: R.R.Bowker, 1978), pp. 248–54.

Sarah Ann Long, "Message from the President," *Public Libraries* 29 (No. 1, 1990): 49.

Rachael Naismith, "Library Services to Migrant Farm Workers," *Library Journal* 114 (No. 4, March 1, 1989): 52–55.

National Bookmobile Guidelines (Adopted at the Fourth National Bookmobile Conference, Columbus, Ohio, June 18, 1988.) 26 p. (Available from The State Library of Ohio, 65 South Front Street, Columbus, OH 43266–0334.)

Briggs C. Nzotta, "The Administration of Branch Libraries in a Developing Country: A Case Study," *Wilson Library Quarterly* 9 (No. 1, 1989) 47–60.

Verna L. Pungitore; Jay Wilkerson; and Lanju Yoon, *A Study of the Development and Diffusion of the Public Library Association' s Planning and Evaluation Manuals*, (Bloomington, IN:Indiana University, School of Library and Information Science, 1990).

John H. Rebenack, "Contemporary Libraries in the United States," in *Encyclopedia of Library and Information Science*, Allan Kent, Harold Lancour, Jay E. Daily, eds. (New York; Basel: Marcel Dekker, Inc., 1978,) vol. 24, pp. 291–339.

(Kentucky, 1988) *Statistical Report of Bookmobile Service. Fiscal Year 1988*, compiled by

Kate Senn, Saundra Campbell and Ed Klee, (Frankfurt, Kentucky: Department for Libraries and Archives, 1989). (Address: Department for Libraries and Archives, Field Services Division Publication, P.O. Box 537, Frankfurt, Kentucky 40602–0537, USA)
Statistics of Ohio Libraries 1985, (Columbus, OH: The State Library of Ohio, 1985).
Nancy S. Strachan, "A Formula for Successful Outreach," *Library Journal* 111 (No. 4, March 1, 1986): 65–66.
Thomas Built Buses, Inc. Thomas Task Force. High Point, N.C., (1989): Address: P.O.Box 2450, High Point, N.C. 27261, USA.
Terry D. Webb, *Public Library Organization and Structure*, (Jefferson, N.C., and London: McFarland & Company, Inc., 1989).
Wheeler and Goldhor' s Practical Administration of Public Libraries, completed revised by Carlton Rochell, (New York: Harper & Row, Publishers, 1980).

APPENDIX A

IFLA Round Table on Mobile Libraries. *Draft Guidelines for the Equipment and Operation of Mobile Libraries*. 1983.

3. Guidelines for the quantity of the collection:

3.1. Starting points:

(1)These guidelines refer to the special mobile library colletion of the main library, of which are made up the collections for the mobile library.

(2) The guidelines are based on the CARRYING CAPACITY of a mobile library. The capacity of the bookmobile comes to an average of 3000 volumes, a trailer of 5000 volumns and an articulated lorry of 8000 volumes. (In the framework of this publication other mobile library types are left out of consideration.) This capacity is also appropriate for mobiles containing audio-visual materials as well.

3.1.3. The collection in the bus should be regularly supplied and renewed. The collection should be always up to date. Therefore it is necessary to have a bufferstock (apartly or integrated in other special collections of the library system). When the number of mobile libraries of the main library is smaller, this bufferstock can be smaller as well. Also the loan policy (e.g., how many books per person) can influence the size of the collection.

3.1.4. Experience in different countries showed mobile libraries are used very intensively and, related to fixed libraries, the loan frequency of books is two or three times higher. And because of trembling during the driving, books wear out sooner and have to be repaired and renewed sooner.

3.2. Guidelines:

3.2.1. Regarding the items mentioned above the absolute minimum when a mobile library first is established should be three times the carrying capacity of the vehicle. In a more developed mobile library service this rule of thumb appeared not to be appropriate. The guidelines have to be as mentioned under 3.2.2.

3.2.2. The guidelines for the collection of mobile libraries depends on the number of mobile libraries and/or departments of a central library or a county library and comes (with a starting point of the carrying collection of 3000 volumes) at least to:

for the first mobile	18 000 vols.
for the second mobile	16 500 vols.
for the third mobile	15 000 vols.
for the fourth mobile	13 500 vols.
for each additional mobile	12 000 vols.

The calculation is based on an average capacity	
of the mobile	3 000 vols.
books on loan (2 per person, 3 000 borrowers)	6 000 vols.
bufferstock and non-circulating (binding, etc.)	9 000 vols.
	18 000 vols.

Note: If the carrying capacity of the mobile is higher or lower the Guidelines have to be adapted. Books on loan (2 per person, 3000 borrowers).

(Note: There are no guidelines for periodicals, journals, etc. For the United States, see *National Bookmobile Guidelines* (Adopted at the Fourth National Bookmobile Conference, Columbus, Ohio, June 18, 1988.) 26 p. Available from The State Library of Ohio, 65 South Front Street, Columbus, OH 43266–0334.)

APPENDIX B.

1. Job Descriptions, Library Q

Librarian, Senior Librarian, Principal Librarian

Summary of Duties: Does reference work and reader's guidance for adults, young adults and children and provides other professional library services to patrons; selects, reviews, indexes; classifies, and catalogs books and other library materials; or supervises a group of professional, subprofessional, and clerical employees and does the more difficult professional work; or directs the daily operation of a library unit; or directs a central library subject department, a library region, a technical services agency, or the mobile services department; or coordinates a system wide service; or does responsible specialized library adminstrative work; and does related work.

Distinguishing Features: Employees of these classes are primarily concerned with making library resources and facilities available to the public. This includes practical arrangement of library materials, giving professional assistance to library patrons, apprising the public of available library resources, and maintaining up-to-date collections of books and other library materials. Much of their work is performed without close supervision and requires considerable judgement and tact in dealing with the public.

A Senior Librarian supervises a branch library or a bookmobile unit, assists in administerering a larger unit, or gives staff direction to other library functions. Additionally, a Senior Librarian does more responsible professional work than that of ordinarily assigned to Librarians. A Senior Librarian normally reports to a Principal Librarian.

A Principal Librarian is responsible for the operation of a library region consisting of several branch libraries, or the mobile services department or a specialized library function. In addition to administrative and supervisory responsibilities, an employee of this class solves highly technical problems in professional library work. A Principal Librarian reports to a Division Librarian who is available for consultation on difficult problems.

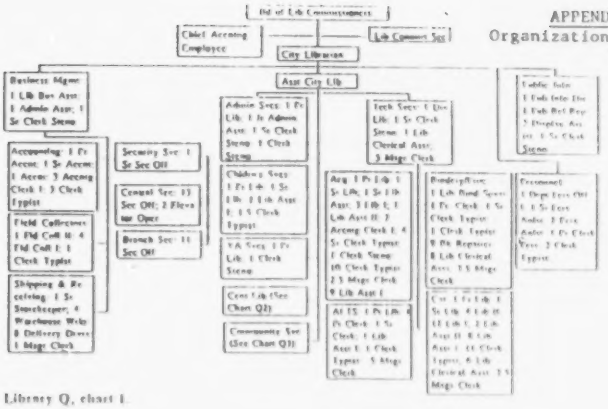
Examples of Duties: Senior Librarian: Supervises a library branch, bookmobile unit, or unit of a Central Library subject department, or a unit of the Technical Services Division, or assists a Principal Librarian in managing a Central Library subject department; prepares work schedules; selects, trains, and supervises professional, subprofessional, and clerical employees; assures that agency facilities, equipment, and vehicles are in proper condition; makes recommendations for the arrangement of material collections; determines priorities for processing incoming library materials; answers difficult reference questions and adjusts complaints unresolved by Librarians; directs searches for missing books;

Selects or makes recommmendations for acquiring, binding, mending, withdrawing, and replacing library materials; identifies agency needs for budget requests; requisitions supplies and equipment; serves on committees and personnel interview boards; helps organize programs; gives book talks to community groups, writes articles for newspapers, and uses other methods of publicizing services and resources of a library branch or unit; prepares reports of branch or unit operations; may act as regional children' s librarian and advise all children's librarians in the region; may coordinate interlibrary loan activities for the Library Departement; may supervise a book order or serial order unit; may coordinate the transfer of books among branches and between branches and the Central Library; and may act for a Principal Librarian in that employee's absence.

Qualifications: A Masters' s degree in Library Science or comparable fifth year degree in Library Science is required for Librarian. Two years of professional library experience as a Librarian is required for Senior Librarian. Two years of professional library experience as a Senior Librarian is required for Principal Librarian.

Source: Terry D. Webb, *Public Library Organization and Structure*, (Jefferson,NC, and London: McFarland & Company, Inc., 1989), pp. 153–9.

APPENDIX B.2.
Organizational Chart of
Library Q.



Library Q, chart 1

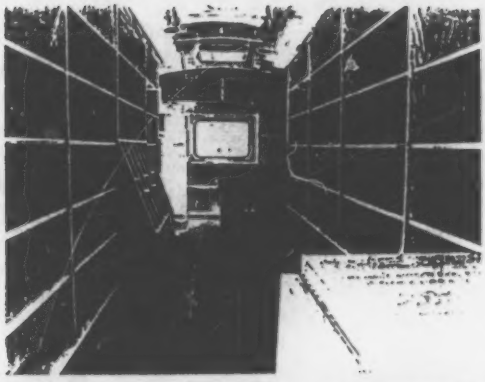
Library Q, chart 2

Library Q, chart 3

31

Source: T.D.Webb, *Public Library Organization and Structure*, (Jefferson, NC and London: McFairland & Co, Inc., 1989), pp. 68–70.

APPENDIX C.1.
Thomas Built Buses, Inc.



Interior design. Model Bookmobile CV.

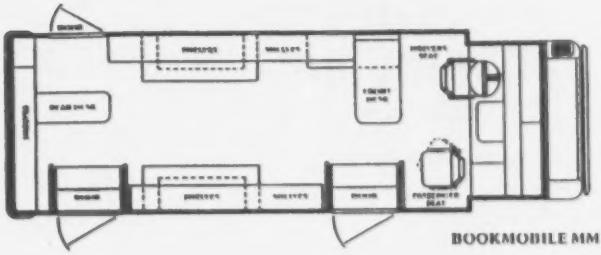
Exterior design. Model Bookmobile MM.

Exterior design.
Model ER.

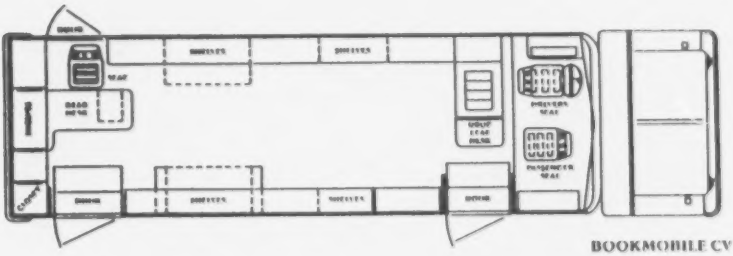
32

APPENDIX C.2.

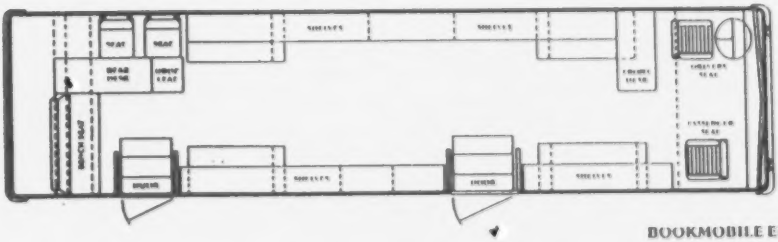
Thomas Built Buses, Inc. Bookmobile interior designs. (1989)



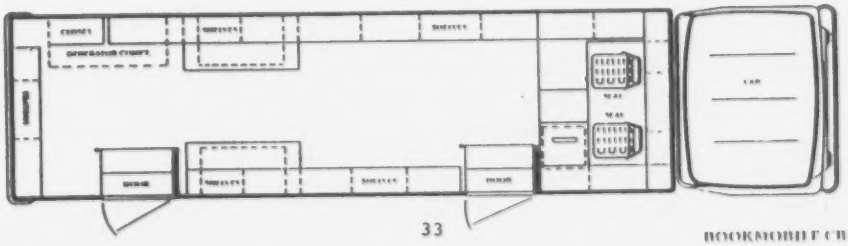
BOOKMOBILE MM



BOOKMOBILE CV



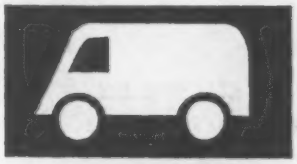
BOOKMOBILE ER



33

BOOKMOBILE CH

APPENDIX D.



The Ferguson Library bookmobile

Weekly Stops

1989–90 Fall/Winter Schedule

MONDAY	Aid for the Retarded-174 Richmond Hill	9:30-10:15
	Pilgrim Tower-25 Washington Court	10:30-11:00
	Rippowam Manor-11 North Street	11:05-11:30
	Eagle Tower Retirement Residence--77 Third Street	11:45-12.30
	Jewish Community Center-1035 Newfield Avenue	1:15-1:45
	Quintard Senior Residence-18 Quintard Terrace	2:00-2:45
	Courtland Gardens Residence-59 Courtland Avenue	3:00-3:45
	Friendship House-28 Perry Street Top Parking Area	4:00-4:45
TUESDAY	Grade-A-Market-240 Shippan Avenue	9:45-11:45
	Clairol-Blachley Road	12:30-1:30
	Shippan Avenue at Lanark Road	1:45-3:00
	Lawn Hill Terrace Apartments-Custer Street	3:15-4:15
	Judy Lane-Off Hamilton Avenue	4:30-8:15
WEDNESDAY	Shippan Avenue-Opposite Wallace Street	10:00-12:00
	Town Center Drive-Opposite GTE	12:30-1:30
	Sylvan Knoll Road-South Edge of Circle	1:45-2:15
	Ursula Place-off Dale Street	2:30-3:00
	Southfield Village	3:15-4:15
	Vidal Court-Merrill Avenue opposite Lione Park	4:30-5:15
THURSDAY	Riverbend Center--911 Hope Street	12:30-1:30
	Newfield Shopping Center--593 Newfield Avenue	2:00-3:30
	Shippan Place Apartments--521 Shippan Avenue	3:45-4:15
	Shippan Avenue at Lanark Road	4:30-5:45
	St. John' s Tower Tresser Boulevard	6:45-7:15
	Stone Gate-Fieldstone Lane off Strawberry Hill	7:30-8:00
FRIDAY	Glenbrok Shopping Center-485 Hope Street	10:00–11:00
	Hanover Hall-1435 Bedford Street	11:15–11:45
	High Ridge Park-Citizens Utilities Company	12:00–1:00
	Roxbury Church-Den and Roxbury Roads	1:30–2:00
	Giovanni's Market-105 Ol Long Ridge Road	2:15–3:00
	Severance Drive and Cold Spring Road	3:30–4:00
	Child Care Center of Stamford-64 Palmers Hill Road	4:15–4:45

Books, magazines and videos may be borrowed without charge at each stop.
For further information call THE FERGUSON LIBRARY 964–1000.

Source: (Fifty) Years of Service 1940–1990. The Ferguson Library Bookmobile. Stamford, Connecticut, (1990). Mimeographed)

3–82

Mobile Library Services as a Functional Unit in Public Library Systems
The Brazilian and the United States Contexts

Rosa Maria de Sousa Lanna, Brazil
(1) Mobile Library Service: A Brazilian Scenario

Summary

1. Introduction
2. Brazilian Scenario
   2.1. Public library in a reality of crisis
   2.2. Library extension as a community cultural improvement
3. Mobile library services in Brazil – an overview
   3.1. A story of history
   3.2. Users services, collection and staff – an example
   3.3. Referral information
4. Community's unmet information
   4.1. "Right–to–know"
   4.2. Strategic planning
   4.3 Easy-to-read books
5. Conclusion
   5.1. A hope for a "new age"

Bibliography

Abstract

Brazilian society presents a picture of social injustice since 70% of its population is unable to satisfy their basic needs.

Circulation of vital information is a constitutional right of the citizen, which is accomplished by Brazilian organizations involved with the communication process of information, especially the public libraries.

This paper discusses the individual's "right-to-know" and the role of public libraries through mobile library services, as an alternative tool to reach out marginal, isolated and/or scattered communities, in a dialogic process.

A brief history of mobile libraries in Brazil is presented, and a community assisted by Minas Gerais State Public Library bookmobile service is described.

Community's unmet information, especially referral information, is analysed and a necessity to design a strategic planning for implementation of bookmobile services is discussed. Bookmobile is a high investment which, if well planned, can bring tangible benefits to the marginal communities.

Bookmobile collection is questioned and the need to discuss a new governmental policy about easy-to-read books is suggested as a strategy to expose poor readers to information materials.

The public's right to access information is a fundamental right of citizens. However, public library is not aware of the advent of the postmodern society or the information society, as a key to solve problems of poverty. Garfield warns that *"lack of social, legal and technological information exacerbates poverty. The poor and underprivileged constitute a vast information market waiting to be served"*. (4:7)

In a postmodern society wisdom is reached through reflection, knowledge is changed according to the amount of information a group has.

This paper is a contribution for a discussion about mobile library services, an alternative resource that Brazilian public libraries have to alleviate the information gap. This service can be a tool to improve cultural and educational actions together with marginal, isolated and/or scattered communities.

In a Third World country reality the mobile library service can be a mechanism to create a process of change and dynamism of the community and the library. This can be achieved through integrated and well-designed program where vital information can reach out non-users and underusers.

This paper will present an outlook of the Brazilian mobile library services, with a brief critical history, some experiences, and a discussion about the role of the bookmobile service as an alternative element for reducing the lack of vital information for the destitute and marginal communities. A political action to make the citizens aware of their *"right-to-information-access"* should be developed for librarians and users.

2. Brazilian Scenerio

Brazil presents a singular face to the world since it is a country with a double personality. In Jaguaribe's words, *"Brazil is a unitary nation living under the same political system, with one culture, and one language. It does not have any racial or religious conflicts. But, at the same time, it is a dualistic society. A Brazilian minority operates a modern industrial system and lives under conditions similar to that of developed European countries. The majority, about 60% of population, lives off an extremely poor subsistence agriculture in the country or off a no less poor tertiary marginal activity, at the outskirts of the cities or in the metropolitan slums in conditions such as that of the poorest afro-asian societies"*. (6:30)

Kowarick defines marginality as *"any phenomenon that ends up as a form of exclusion of the benefits inherent to the urban industrial society"*. (9:16)

The Brazilian economist, Edmar Bacha once said that *Belindia* should be the right name for Brazil. It is as prosperous a country as Belgium, and as miserable a society as India. Then, the name *Belindia*. No one can bear this double and schizophrenic personality indefinitely. The most recent World Bank Report states that *"20% of the wealthiest Brazilians own 67% of the nation's wealth, and the poors own only 2%"*. (15:21)

The *Belindia* has to find the path for social equality, diversity and participation to become a democratic *Brazilian* society. With an annual inflation of 2.751% (two thousand, seven hundred and fifty one-percent) it is almost impossible to imagine how the population of Brazil can live or survive under such conditions. It is a perpetuation of a chaos, but sociologists, politicians, economists and futurists keep repeating: Brazil is one of the most feasible countries in the world.

Brazil, the eighth economy of the occident, has excellent economic indicators: it is the tenth Country in GNP (Gross National Product), the ninth in exportation, and the third in commercial superavit. On the other hand, the social indicators place Brazil in the company of the poorest countries in the world, as demonstrated by the World Bank Report: *"it has*

only a 74th position in education; about one forth of the adults are illiterate; and less than 10% have not finished high school; 15% of the families live in misery, with a monthly income equal or inferior to fifteen dollars; 35% – including the previous ones – live under extremely poor conditions, with a monthly income equal or inferior to thirty dollars". (6:30)

The minimum wage is about fifty dollars and this value do not answer the basic needs of the individuals. From the statistic data of the governmental institutes of economic research 90% of this salary is spent with food.

The main problems felt by a Brazilian citizen who earns up to two minimum wages (US$100.00) – 75% of people–are inflation, unemployment hunger and poor health. Under this reality, information never became a priority for the individual, even if one knows they need vital information, which is a powerful mechanism to counter poverty tendency.

It is hard to the lower classes to get information and their demand is linked to solving vital problems. In this context television is the mass media present daily; it appeals to consumerism, always impossible to be satisfied, and creates more marginality and violence.

As Polke shows in a result of an exploratory study about referral information, in a poor district of Belo Horizonte: (...) *"Vital information obtained through neighboors, friends and relatives is for more used than printed information (...) due to illiteracy, lack of reading habits and low economic resources".* (17:159) The author continues: (This situation) *"indicates the urgent need of some commitment from the public library in the organization and dissemination of information referral (...) The oral transmission of information is a dimension with which librarians should live".* (14:156)

2.1. Public library in a reality of crisis

This background shows one of the restraints for the development of a consistent public library system in Brazil to answer the communities unmet information needs.

Public library can be an alternative and a mechanism of change of this society, but the stagnation is a cruel reality. *"The distance of the Brazilian public library, in relation to the community, is very pronounced both in the physical aspect as in the ideological one".* (10:116)

Generally, when there is motivation, political advantage and resources, political leaders and librarians choose to have a modern building erected in a high level neighbourhood to answer the need of the elites.

Another problem is the collection. It is almost impossible to find an up-to-date collection in the Brazilian public libraries. First of all in their majority they are subordinated to a federal, state or municipal government agency; in the financial budget a book is classified as a capital investment, that is, the liberation of the monnies is more rigid and controlled. Secondly, the budget never favours public library services because information and cultural activities are not considered of high priority for and by the community.

Thirdly, the high prices of reading materials bring up a question about how to get enough money to develop a serious service and what to prioritize. When you know that fifty dollars is the monthly minimum wage and a best-seller or a textbook is about twenty dollars and the price of a magazine is two dollars it is easy to understand this reality.

The National Book Institute (INL) (the federal government agency responsible for the implementation of a National Public Library System – since 1937) did not achieve its goal or its objective, yet. Brazil has 26 States and only 3 of them have a complete State Public Library System with a public library in each municipal district of the State, in their majority with a small and poor collection. Minas Gerais has one of its 723 municipal districts there is at least on public library, sometimes only reading rooms without any organization and without any assistance to the public.

An agreement between the National Book Institute, the Department of Culture and the

municipalities was signed, and twice a year each library receives a book collection, the staff has training courses and technical advice is provided. From a quantitative point of view this is impressive but qualitatively a correct political action must be taken between the institutions involved together with the community to work for the democratic access to information.

In Milanesi's opinion, the National Book Institute policy depicts strong signs of paternalism as do the many sectors in the relation State/people. (13:60)

As this author shows/since 1971, with the reform in the Brazilian high-school system, research became compulsory and public libraries were transformed into school libraries. In their majority the high-schools did not have good libraries so the public libraries (which were somehow better) were adapted for this new demand. The transformation gave them the status of "utility" service since their role is that of a *"help to the poor students"* (13:54, 55).

Finally, and propably the most important point is the alienation of the majority of Brazilian citizens about their rights of having their basic needs answered including that of information.

There is a lack of community consciousness and of participation in reacting to and mobilizing against this sad picture of the public libraries. They should be an instrument of transformation and dynamism of society, through the access to information, towards freedom.

The human citizen is the subject of the right to information. In a postmodern society, information is more than goods with a value, it is linked to society's development.

In a reality where illiteracy, lack of reading habit functional illiteracy is as common as hunger and diseases, the public library has the duty to exercise its role as an instrument of circulation and communication of knowledge for that poor majority to try to eliminate the social cleavages. It can also act as a basic element to close the social gaps and allow for a more democratic access to education.

In this context, marginal groups have the right to have access to this informatized society, aiming at answers to their questions to make decisions and to improve their lives.

2.2. Library extension as a community cultural improvement

Due to the political, economic and social aspects involved, the Third World countries have not developed adequate public library systems or network for their marginal communities.

In Latin American marginal population are groups who live in subhuman conditions in rural areas or in the periphery of the cities. Agudo Guevara shows that *"in 1980 and according to the data of the United Nations, out of the twenty countries of the region, eleven did have a higher than 50% urban population. (...) (and) those (people) are the victims that most suffer of underdevelopment; those are the ones which are most in need of services and programs that contribute to their incorporation to an effective modernization of the societies where they live"*. (1:33)

Brazil is one of these countries and *"more than 70% of its population is urban. Only in the last 10 years, more than 15 million of peasants without instruction migrated to the cities; the majority of them did not succeed in their attempt of becoming incorporated to the modern occupations. Thus the marginal periphery of the cities mushroomed enormously and forced more than 25% of the task force to live under miserable conditions in the informal economy"*. (6:30)

A long way should be explored by the Brazilian library to improve the socio-cultural conditions of this marginal population, normally composed of non-users, who, for many reasons, do not have access facilities to the library services, or not even a library or a book.

The library extension service (or itinerant library communication*) is a relevant tool which the public library has to answer individual and group information demands and interests, acting as an element for interaction with the community. It allows for the growth of both users'

* New term defended by the author in her dissertation: *"Library extension in a context of Third World Country: a Brazilian book-box"*.

and librarians. In my view it is necessary to think the library extension concept over as a dynamic educational process. This involves an itinerant library communication which would transform the library into a living institution which opens up new ways, and forces it to be known, useful and inserted into the socio/cultural context of the community.

The library extension services can be either fixed or travelling libraries. Branches are the most common form of fixed libraries and the book mobile (or mobile library) is the alternative which the libraries are using most as travelling libraries. Book-box; train-library, boat-library are other examples of the kind.

3. Mobile libraries services in Brazil

3.1. The lack of studies on mobile library services in Brazil can be a significant factor to answer marginal communities needs.

In 1936 São Paulo Public Library started the first bookmobile service in Latin America. UNESCO's first project was implemented in Medellin, Colombia in 1954, 18 years after the Brazilian pioneer experience. It had good results, but due to the lack of gas, during World War II, it had to be abandoned. The use of mobile libraries in Brazilian public libraries should present a high level of development and integration with the society, but reality points otherwise.

In spite of Rubens Borba de Moraes and Mário de Andrade, eminent librarian and director of the São Paulo Public Library who defended the continuation of this service *"to disseminate the reading habit to the population"*, the project did not have continuity.

In my view, the superiority of SESI (Industry Social Service)* in using the bookmobile as an instrument to provide *"cultural assistance"* to the workers is clear. Moreover it opened up the services to the community in general, as well. Despite the ideological and patronal interest, SESI used the bookmobile intensively in São Paulo. In 1977, it had 96 vehicles, and covered 74 municipalities nearby São Paulo, and 79 stop points in the periphery of São Paulo. For economic reasons, SESI decided to cancel this program. (10:15)

Mc Carthy gives some exemples: a "mulemobile" service was created in the beginning of the 50's, in São Paulo State. *"The librarian rode run on a mule, towing another mule loaded with panniers of books"*. Another example was a lending book stall set up on the main avenue of Recife, in Pernambuco. The experience was very popular but it was abandoned in the early 60s. The National Book Institute set handcarts with books in an important square in Rio de Janeiro, in the late 60s, but as the previous experiences this too did not survive. A cute train library worked, in the 70s, in a mountain resort operated by São Paulo State Secretariat of Tourism. It used to stay for one week in small villages, but the idea did not have continuity (11:29–31).

Nowadays government public libraries have about 40 bookmobiles scattered around eight states, helping the population at the outskirts of the big cities. The National Book Institute contributes with 15 vehicles. Governmental Brazilian bookmobile vehicles are in their majority old converted trucks or buses, normally with collection, staff maintainance and fuel expenses problems.

This data is quantitatively insignificant if you know that Brazil has almost the size of the continental United States and a population of 150 million inhabitants. 70% of these live in the urban cities and 25% are destitute, and illiterates. A comparison with Colombia's situation with its 28 millions inhabitants shows the quantitative difference. It can boast of an

---

The service was in São Paulo State from 1948 till 1982.

SU

experience which started in 1981 with UNESCO's agreement, and continued in 1985, where 70 mobile units (33 bibliobuses and 37 bibliojeeps) were acquired by the Colombian national government for territorial uses. Colombia mobile library services are developing a planned program with "Support groups" of voluntary community representatives who participate in different activities, and this produces some qualitative difference. (12:98)

Despite the unselfish struggle of some librarians, the Brazilian bookmobile history shows insatisfactory results, both for society and for the institution. The reasons are innumerable, such as lack of planning, shortage of financial support and human and material resources, political injunctions or/and community indifference; these in turn reflect a lack of a national policy oriented towards a true knowledge of the community's unmet information needs.

3.2. Users, Services, Collection and Staff – an Example

In general, mobile library services are developed through the good-will and idealism of some libraries. The objectives of this service are: to try to answer the communities' expectations of reading materials; to develop reading habits; later on to try to create motivation for the establishment of fixed libraries.

A 1981 research of the bookmobile of Minas Gerais State Public Library, developed by Dumont (3:140-1) shows that a dynamic interaction between user and librarian is needed. Reading materials should be related to user's interests, needs and life experiences. Users fluctuation was detected and it is necessary to develop a mechanism of motivation; Kremer and Targino (8:45) in a research developed with the bookmobile user's of the periphery districts of Belo Horizonte, Minas Gerais, and of João Pessoa, Paraíba detected the same behavior. For these authors, users rotativity is a visible sign of some inadequacy in the system. But, no analysis has been done on this issue yet.

The characteristics of the community population chosen by Dumont reflect the situation of the other nine areas visited by the bookmobile: low income, unemployment, poor health conditions, deficient health assistance, reading and writing difficulties, basic and functional illiteracy community associations. Users are, constituted by children and teenagers, from 7 to 17 mainly female who work as store clerks; factory workers, housekeepers and students. Lending average is about 400 a day in a period of 4 hours; leisure reading is favoured and adults prefer lacrimose love stories, and photonovels and magazines; fairy tales and comics had children preference.

According to Dumont and Kremer, advertising is done through "word of mouth", and it is considered the most attractive and effective promotional media for bookmobile services (3:142) (7:194).

As an element of dynamism in the community (since it comes over and leaves each 15 days) the bookmobile is an strategic "marketing-piece" for itself and this should be considered for its own advertising campaign.

As a library extension service, collection rotation is an important key to the bookmobile action. It must be understood that library activity means a process of chanelling of reading for people's interests, of promoting knowledge for pragmatic community's solutions and changes.

In Minas Gerais State Public Library bookmobile is used almost exclusively for lending books and magazines. It does not have a reference collection; the reason invoked for this is the lack of space, of staff and of conditions to provide answers to the users. There is a small collection of recipes, knitting and crochet recipes.

3.3. Referral Information

It is important to think over the concept of the bookmobile services; one topic to consider is its collection, and the librarian intervention. First of all there is the need of an up-to-date

referral information section with easy pamphlets or easy-to-read books with subjects about: Constitution, legal rights, free health assistance, social benefits, government housing projects, women's rights, free legal assistance, welfare agencies, transportation, retirement, first-aid information, employment information, "how-tos", and so on.

Since a high number of people are basic or functional illiterates, bookmobile staff should be prepared to give oral referral information. It can help to awake individuals consciouness about the benefits they can use or struggle to get. It is necessary to try to interpret information for users with reading difficulties. In this situation of intervention it is fundamental to develop a community research aiming at knowing about the social reality of the users.

Critical group discussions about an issue of relevance to the group, for instance, women's right, can be done during visiting hours; this can be led by a librarian or by an invited specialist in a pre-determined space such as school or church room. This is a political action where users and librarians can work together, and try to develop an organizational work to better their lives.

4. Community's unmet information

4.1. "Right-to-know"

Brazilian Constitution guarantees the right to information to every citizen. In reality, the majority of the individuals suffer from several restrictions to have access even to vital information which may be essential to improve their life conditions.

A serious problem, which reflects the alienation of this individual is not only his/her social isolation but also the lack of awareness about his/her rights. Misinformation about the rights of the citizens crosses over the various social strata of society in Brazil.

Marginalized people, in the cities outskirts, are in worse situation. They are living in miserable conditions; without an identity, that was lost when they left their homeland; they are exposed to a harsh reality, and are unable to react. This immense mass of people forgotten by luck has no access to education. Literacy programmes are called to diminish this sad gap. Public libraries have the duty to participate in this project, as an important support.

The two Brazils have to work towards unifying those two different societies, and the first step is *education*. According to Santos, *"unlike Faustus who sheltered two souls in his chest, Brazilian nation has two bodies looking for a common soul. This lack of coincidence of the social body with the national soul – this cultural alienation – today achieves its moment of crisis"*. (16:1).

Brazilian public library as a cultural space has to think over its role in this society's situation. This organization ought to offer useful and essential referral information to the daily life of its individuals. More than a vehicle of information transfer, bookmobile service should exercise a function of a community information center, trying to meet effectively the information needs of the users, underusers and non-users.

4.2. Strategic planning

Marginal, isolated, destitute and/or scattered communities are groups that the bookmobile can reach out, probably as the only element of exposure to information materials they can have. In this reality, children have minimal exposure to books. For parents, lack of time, high costs public transportation, long distances, housework and lack of motivation are elements which represent an extra effort for them to look for a children's library. Such parents can not visualize any tangible result for their children's basic survival needs in any reading material.

It is necessary to define the fundamental bookmobile mission, its specific objectives, policy

and strategies. These master plans will guide the essential resources to provide the basic objectives of this library extension service.

Idealism, staff commitment and careful planning are not enough to provide a solution for group needs and demands. The bookmobile service requires a well designed strategic planning, based on up-to-date evaluation methods, costs/benefits and environment analyses, sponsors and governmental commitment, real operating costs, key community leaders support, well trained staff, and so on to guarantee tangible benefits to the community.

4.3. Easy-to-read books

Bookmobile service should be designed in accordance to people's reality. Collection is a more serious problem, since the majority of the marginal people has reading problems.

According to the IFLA Standing Committee for Public Libraries, 1989, *"it must be simpler for poor readers to find their way around in libraries. It is important to give a lot more thought to how material is to be presented to the public"*. (5:6)

Library extension services like bookmobiles and book-boxes should have easy-to-read books with different subjects answering different interests like leisure, education, recreation, information in general and referral information. Pamphlets and governmental information can enrich collection as well.

Easy-to-read books are not a part of the publishing Brazilian policy. A working group with educators, librarians, editors, coordinated by the National Book Institute should be organized to discuss and to develop master plans for a pilot project. Experiences from Sweden, Denmark, Holland and India, should be analysed as examples to be considered as a reference point. Brazilian easy-to-read book can be a basic element in the literacy program.

5. Conclusion

5.1. A hope for a new age

It is time for change. A responsibility of the country's elite for the integration of this nation dramatically divided between rich and poor people is, indeed, expected. A development of a new society where social equality, diversity and participation can lead to a democratic nation is a hope.

An integration of the different groups through a relationship between environment and the human beings opening for a new age of communication, and of changes is required. Only in an informatized society where information plays a key role in people's life can Brazilians start a national mobilization against social, educational, cultural and economic injustices. It is a must to face the social problems and to aim at eliminating the absolute misery of 30 millions of people, to whom the basic rights of citizenship are denied.

Public libraries, through the bookmobile services can be an important part in this scenario if both subjects, librarians and users, were alert about the communication process, where *"the transfer of information is a process of messages exchange that has an economic value but can not be seen as exempt of ideology"*. (2:24)

The itinerant library communication process (or library extension service) in a reality of crisis should be viewed as a cultural action in the social environment; its strategy constitutes of a form and of an impelling force of change and dynamism.

In this context, mobile library services, especially the bookmobile, can work as a medium of interaction to promote vital information access mechanisms with a vast power to the marginal communities.

References

1. Agudo Guevara, Álvaro. Public Libraries for popular areas in Latin America, In: IFLA General Conference – UNESCO/IFLA Presession Seminar. Chicago, 1985. *Anais...* Chicago, IFLA, 1985. p. 31–41 (111-Presession – 5-E: Public library services for all).
2. Araújo, Vânia, M.R.H. de. O campo do pós-moderno: o saber científico nas sociedades informatizadas. *Ci. Inf.*, Brasília, *18* (1): 21–7, jan/jun. 1989. Quote translated by this author.
3. Dumont, Lígia M.M. *Integração comunidade e carro-biblioteca:* a estratégia de uso do audiovisual. Belo Horizonte, 1988. 163 p. (Tese de mestrado em Biblioteconomia). Quote translated by this author.
4. Garfield, Eugene. Society's unmet information needs. *ASIS* Bulletin. Washington, ( ): 6–7, Oct./Nov., 1985.
5. The IFLA Standing Committee for Public Libraries, 1989. *Functional illiteracy:* what public libraries can do to help people with reading and writing problems – an ideas pamphlet. In: IFLA General Conference. IFLA Presession Seminar, Paris-Massy, 1989. 27 p. (Presession Seminar: Public libraries against illiteracy).
6. Jaguaribe, Hélio. O caos pode ser evitado. *Exame*, São Paulo, *21* (24): 30-1, 29 Nov., 1989. Quote translated by this author.
7. Kremer, Jeannette M. Carro-biblioteca da Escola de Biblioteconomia da UFMG: uma análise da demanda de material de leitura. In: Congresso Brasileiro de Biblioteconomia e Documentação, 11. João Pessoa, 1982. *Anais...* João Pessoa, Associação Profissional de Bibliotecários da Paraíba, 1982. p. 190–208. Quote translated by this author.
8. Kremer, Jeannette M. & Targino, Maria das Graças. Carro-biblioteca e demanda: estudo comparativo em dois estados. In: Machado, Ubaldino D., ed. *Estudos avançados em biblioteconomia e ciência da informação*. Brasília, ABDF, 1983. V.2. p. 71–91. Quote translated by this author.
9. Kowarick, Lúcio. *Capitalismo e marginalidade na América Latina*. Rio de Janeiro, Paz e Terra, 1981. Quote translated by this author.
10. Lanna, Rosa M. de Sousa. *Extensão bibliotecária no contexto de um país de Terceiro Mundo:* a caixa – estante brasileira. Belo Horizonte, 1985. 289 p. (Tese de mestrado em Biblioteconomia).
11. McCarthy, Cavan. *Developing libraries in Brazil;* with a chapter of Paraguai. Metuchen, NJ, the Scarecrow Press, 1975. 308 p.
12. Mejia, Myriam. Mobile libraries for the promotion of public libraries services in Colombia. In: IFLA General Conference. UNESCO/IFLA Presession Seminar. Chicago, 1985. *Anais...* Chicago, IFLA, 1985. p. 97–112 (142 – Presession 12-E: Public library services for all).
13. Milanesi, Luis. *O que é biblioteca*. 6. ed. São Paulo, Brasiliense, 1988. 107 p. Quote translated by this author.
14. Polke, Ana Maria A. et alii. Biblioteca, comunidade e informação utilitária; um estudo de como circula a informação utilitária no bairro da Pompéia em Belo Horizonte. In: Congresso Brasileiro de Biblioteconomia e Documentação, 11., João Pessoa, 1982. *Anais...* João Pessoa, Associação Profissional de Bibliotecários da Paraíba, 1982, p. 131–59.
15. A Questão real é a Belíndia. *Exame*, São Paulo, *21* (24): 29 Nov. 1989.
16. Santos, José Henrique. A Universidade e a cultura brasileira. *Estado de Minas*. Belo Horizonte, 7 Mar. 1990, 2ª Seção, p. 1–2.

Book Boat Service in the Archipelago of Stockholm

Kjerstin Thulin
Assistant head of the County Library of Stockholm
Sweden

Abstract
The archipelago of Stockholm consists of 30,000 islands and skerries, but there are only permanent residents on some of them. The county library of Stockholm started the book boat service in 1953. Ever since the population of the archipelago get books and other media from the floating library twice a year. Even programme activities have been carried through.

The book boat is of great positive value for children and adults and they can in this way take part in the modern public library. The book boat has an important function as extraordinarily good PR for the library service and has the effect of promoting reading not only in the archipelago.

The archipelago of Stockholm is widely famous all over the world because of its beauty, flora and fauna. The 30,000 islands, islets and skerries are situated along the coast of the Baltic and are, especially during the summer, very attractive to the summer guests and tourists, for whom it is easy to get to the archipelago, using their own boats or going by public boat communications.

Earlier there was a fairly large number of permanent residents on the islands, but in recent years an increasing number of people have chosen to live in the archipelago all the year. They support themselves mainly on farming, fishing and tourist services. Several of the settled islands neither have any bridges to the mainland nor any connections by ferries. During winter they may even become totally isolated. In various ways the government – as well as the county council and municipalities of the archipelago – have tried to improve the conditions for the population. Their common goal is to keep the archipelago living and their efforts have resulted in a gradual increase in the population since the seventies.

Pioneer work

The county library of Stockholm took an important initiative when they started the mobile library service in the rural districts on the mainland. It was the duty of the county library, as now, to support the public libraries with supplementary books, to be consultative to them and to co-ordinate the library service. In 1951 the county library bought a bus to provide a library service in the sparsely built-up area of the county. This service was received with great enthusiasm. To give a comparative library service to the inhabitants of the archipelago there had to be other achievements. The municipal libraries are responsible for the library service, but they could not in the same way as the interior municipalities be expected to start branch libraries and smaller lending-departments on all of the islands. There were some efforts to send desposit collections, but it did not function satisfactorily.

The idea of a book boat, which would give the population of the archipelago library service, had been thought of for several years before the first trip toke place in 1953. Some years earlier a small village in Finland, Hitis, and the county library of Svendborg in Denmark, had started with book boat services, but there were completely different conditions than in the

archipelago of Stockholm. The Swedish pioneer had some followers, also in Norway from 1959. Today, however, there are only mobile service by book boat in two areas of Sweden: on the west coast, where the library of Gothenburg and Bohus county supplies the municipal libraries with media mainly for immigrants and refugees, and on the east coast in the Stockholm archipelago.

By book boat in the archipelago of Stockholm

On her first trip the book boat caused great interest and a lot of readers came from the islands. The mass-media, press and radio, covered the book boat service very intensively. Ever since the start the book boat has had an important function as extraordinarily good PR for the library service and has always the effect of promoting reading not only in the archipelago.

The book boat service in the archipelago of Stockholm has more or less been run in the same way since its start. During the early years one of the military boats of the coast artillery was equipped with shelves and the boat brought the books to interested islanders. Nowadays it is the passenger steamer "Gurli" who has her usual furnishing exchanged for shelves. Altogether there is space for about 3,000 volumes of children's and adult books. Gurli makes two trips a year of 5 days each.

Today there are about 8,000 inhabitants in the archipelago of Stockholm, settled on about 150 islands. The book boat goes only to 25 jetties, and follows a time-table which is sent to the islands in advance. The boat will be at each pier from 30 minutes to 3 hours depending on the expected number of visitors. The crew consists of the captain, an engineer and a female cook. The readers are served by two librarians, one of whom is a children's librarian, and one library assistant.

On some of the islands there are lending departments run by some of the interested inhabitants, and they will receive new deposit collections when the book boat comes. On other islands, which the book boat visits, there are persons who take care of the books which are deposited there. These contact persons initiate circulation of the books between the borrowers and they also collect the books before the book boat returns next time.

The reading interests of the inhabitants of the archipelago do not differ from the rest of the population. New novels and a lot of children's books are, for example, always requested. Propably the islanders are more interested in reading about local history, nature, technology, birds, farming, shipping and handicraft, but otherwise there is a variety of books that the staff of the book boat receive requests for. Media which are asked for and which are not brought by the book boat will be sent later by post from the county library.

The book boat has its own media stock, but has of course access to the total stock of the county library, including talking books, ER-(easy-to-read) literature and other special media.

Items issued from the book boat are totally about 10,000 volumes a year. However, every book is estimated to be read by 2 – 3 persons from one visit of the book boat to another. Approximately 35 % of the loans are children's books. This figure has a tendency to increase.

The book boat and the children

Some of the islands have nursery schools as well as primary schools. Also some secondary schools have been established again, because the number of children has grown. For the children the book boat gives a very welcome break to the ordinary school-day. The teachers and their pupils come together to the boat and choose all the books they want to have as a deposit collection until next trip. The school library will in this way acquire a badly needed reinforcement.

School-children have to opportunity to participate in library lessons on board to be trained in handling dictionaries and to be able themselves to get information and find library books.

Sometimes the librarian has organized improvised story-telling for smaller children. On other occasions theatre- and music-groups have accompanied the boat and given short performances for the children.

Culture for grown-ups

Certain programme activities for grown-ups have been carried through. Film shows and lectures have been arranged in connection with the book boat trip. Sometimes authors have followed the trip all the week and their appearances are always very popular. – The book boat has also functioned as a "culture-boat" in another way: art-collections have been brought and it has been possible to borrow pictures in the same way as books. This service has however been discontinued.

Book boat service in the Gothenburg and Bohus county

In the county of Gothenburg and Bohuslän there is, as said before, a book boat service, started in 1956. The western coast is a long one, the islands are bigger and have a large number of inhabitants and many are immigrants. The county library has chosen to use the book boat especially for service to immigrants and refugees. Consequently the boat brings literature in foreign languages for children and grown-ups.

The book boat only goes to the municipal libraries and their branches, not to islands which do not have their own libraries. The librarians come to the book boat along with their immigrant readers, who will help the library staff to choose books in foreign languages. These books are allowed to be in the particular library as a deposit collection. It can be exchanged once or twice a year and then by post because the boat only comes once a year. This arrangement functions very well.

The boat that the county of Gothenburg uses is bigger than Gurli and brings about 7,000 books and it has also more space for activities on board. Often there will be story-telling for children in some immigrant foreign language on board or music arrangements or authors, who tell about their books.

The book boat and its future in the county of Stockholm

The County Council of Stockholm pays all the expenses of the book boat service. These costs, which include the rent of the boat and crew, library staff, media etc., are low in comparison with the costs of other library services of with the average costs of books issued. However, the book boat service has sometimes been questioned.

In Sweden the public library service is a municipal responsibility. Some people say that the municipalities of the archipelago (altogether five of totally 25 in the county) ought to run the library service in the islands themselves. This would be possible in principal, the service would be a reduced one, and mainly for the children. The strengthening of the book stock of the school library, for instance, which has been mentioned above, is for children of different ages. If every municipality of the archipelago had to run the service itself, it would mean considerable costs for each municipality.

The book boat service of the county library cannot be as full as that of a modern public library. But our experience of the service indicates that for many of the islanders, grown-ups and children, it is a good complement to the service that the municipality can offer. The floating library service can be developed further in cooperation between the municipalities of the archipelago and the county library. It is also the intention of the County Council that the book boat service will be continued as one part of the concentration of culture in the archipelago.

Literature

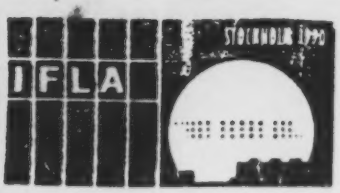
Adelsköld, E.: Book boat service in Sweden. – (Scandinavian Public Library Quarterly; 1969, No. 4, s. 211–216)

Adelsköld, E.: Med bokbåt i Stockholms skärgård. – (Biblioteksbladet; 1953, s. 379–383)

Barstad, M.: The library boat in West Norway. – Ill. – (Scandinavian Public Library Quarterly; 1969, No. 4, s. 217–228)

Hansson, Sven-Olof, Bibliotheksservice i Stockholms skärgård. Översyn av länsbibliotekets bokbåtsverksamhet. – Stockholm, 1985. – 28 s.

IFLA GENERAL CONFERENCE STOCKHOLM 1990



Division:

Section/RT: WORKSHOP of the Section Public Libraries: Performance measurement

57-PUBL(WS)-5-E

PERFORMANCE MEASUREMENT IN CONTEXT

by

Nick Moore

Acumen
Brompton Ralph
Taunton TA4 2RU
Britain

IR053479

Keywords
Public Libraries
Performance Measurement
Management Information

For internal use only:

Meeting No: 194

SI: yes/no

BEST COPY AVAILABLE

PERFORMANCE MEASUREMENT IN CONTEXT

Nick Moore

Abstract

The measurement of a public library's performance should be seen in context. It is part of the overall management process. Information is required about other parts of the process so that the public library manager can assess needs and problems; set objectives; identify strategies to achieve the objectives; allocate resources, and operate services. Together these flows of information add up to an integrated management information system.

In recent years considerable efforts have been made to develop and to operate systems to measure the performance of public libraries. We have now reached a position where there is a broad consensus over what is required and, thanks to the efforts of the Section of Public Libraries in IFLA, there is a manual of guidance which can be used by librarians from different countries (1).

It is important, however, to consider the place of performance measurement within the overall context of public library management. Information about the performance of a library is important but it represents only one part of the information which a manager needs to ensure that the library is operating effectively. What that manager needs is an integrated management information system which will provide regular flows of data on a range of topics. This data can then be used as a resource in the management process.

The management cycle

The key to identifying the full range of information required by a manager is the concept of a management cycle. This recognises that management should be a cyclical process with the organisation responding to changing needs and circumstances.

The cycle of management

The management cycle begins with an assessment of needs and problems within the community served by the library. This should tell the manager what is required of the service. The assessment provides the basis for deciding what the objectives of the service will be.

Having established the objectives the manager then has to identify and evaluate the different strategies which would enable the objectives to be achieved. Resources must then be allocated to the chosen strategies and services operated. The performance of the services can then be measured.

Once the results of the performance measurement are known they can be used at different stages in the next cycle. Needs and problems are re-assessed and the service objectives are revised in the light of what is known about both the performance of the service and the changed needs and problems. The strategies can be re-assessed, using the performance measurement information to evaluate their success. Resources can then be re-allocated, services can be operated again, and their performance can be measured ready for the next cycle.

In some circumstances this is a very formal process which is usually linked with the budgetary cycle. In others it is a more informal operation. What we should aim to do is to improve the quality of the decision-making throughout the management cycle and this means that we must make better use of information. We should be moving consciously towards a more information-intensive style of management. What we have to do is to identify the information which is needed at different stages in the cycle.

Assessing needs and problems

Public libraries exist to provide services which meet the needs of the communities which they serve. It follows, therefore, that public library managers need to have information about the needs of the community and about the problems which that community is facing.

Some public librarians have prepare community profiles to provide them with a picture of the community and its needs. These profiles contain a large amount of information about the social, demographic and economic structure of the community. They can provide the basis for decisions about where services should be located and about the ways in which needs differ from one part of the community to another.

The profile should also contain information about other relevant services which are being provided within the community. This information needs to be up-dated regularly so that the public library service can respond to new developments. If, for example, a new adult literacy programme was being established in the community the public library manager should be aware of it and have enough information to adapt the library services to assist the literacy work.

Setting objectives

To set objectives, library managers need to know what problems and needs exist within the community. They also need information about the objectives of the other organisations which are operating in the community. It is very important to ensure that the objectives of the public library service complement and do not compete with the objectives of other services. We all face the problem of managing with insufficient resources and it is important to avoid duplication.

It will also be important for the public library managers to be aware of and to understand the objectives of the organisation responsible for the public library itself, whether this is part of the local government structure or part of central government.

Identifying and reviewing strategies

In England we have a saying which says that there is more than one way to skin a cat. Equally there is more than one way to achieve a public library objective. For each objective there will be a number of strategies which could be adopted. In the case of adult literacy programmes, for example, the public library could support the campaign by making sure that suitable books were available for the students to borrow. Alternatively, they could provide the tutors with support materials and which an opportunity to come together to discuss the materials which they are using.

Both strategies would help the library to achieve its objective of supporting the literacy campaign. The strategies need, however, to be identified in the first place as two possible options which the library could consider. They would then need to be evaluated in terms of their cost, their chances of success and the impact which they would make on the rest of the service. To do this so that an informed decision can be made it would be necessary to collect a substantial amount of information. It might, for example, be necessary to visit another library which had services to support literacy programmes to find out how they worked there. Indeed, one of the values of conferences is that they enable people to exchange information about different strategies.

Allocating resources

It is a fact of life that there are never enough resources available to enable us to do all that we would wish. Managers are always faced with the major problem of allocating resources between competing demands. To do this effectively requires a considerable amount of information.

The manager needs to know how much different services cost, and as public librarians we are usually not very good at knowing how much different parts of our service cost. We know how much the service costs overall, or how much is spent on staff, but we seldom know how much it would cost to keep the library open for an extra hour in the evening, or how much it would cost to work more closely with the literacy scheme.

When allocating resources the manager also needs information to judge whether there are ways of using resources better or of achieving economies. To provide answers to these questions it is necessary to have hard information about unit costs and volumes of output. It is also necessary to have softer information about different ways of doing things, about small operational alterations which could save money.

Operating the service

Library managers also need a regular flow of information about the way in which the service is operating. They need to know if anything is beginning to go wrong and they need to know about it early enough to enable them to take the appropriate action.

Again they need a combination of hard and soft information. They need hard information, for example, on the expenditure of the bookfund. They need to know that all the money will be spent within the financial year. Equally they need to know that they will jot run out of money half way through the year. They also need softer information about the way the staff feel, for example. It is not possible to measure morale on a scale of one to ten, but a good manager should know what the morale of the staff is like. the effective operation of a service could depend on it.

Measuring performance

At this meeting it is probably not necessary to say much about measuring performance. To be effective all organisations must have some measure of their performance. In public libraries the performance needs to be measured against the objectives of the service.

The results of the performance measurement process are used as important information inputs to different stages in the next cycle of management. When combined with a re-assessment of community needs and problems they provide a basis for deciding on the new objectives for the service. They also provide valuable information about the effectiveness of different strategies and can thus contribute to a reconsideration of the strategies which are to be adopted.

Information about performance is an important element in the process of allocating resources to different aspects of the service. In some cases low levels of performance can be raised simply by spending more money. In others, the low performance can indicate that the manager would be better using the resources on a more successful aspect of the service. Similarly, performance measurement is an element in managing the operation of the service.

An integrated management information system

Performance measurement can be seen to be an element within an overall need for management information. To ensure that there is compatibility between the various elements within the information system it is necessary to think of it as a total system and to plan the information collection mechanisms systematically. A major start has been made with the work on performance measurement. There is, however, some way still to go.

We should be working towards the development of a systematically planned integrated management information system for public libraries. The precise needs of the system will differ from one library to another, but the overall shape and needs will be common.

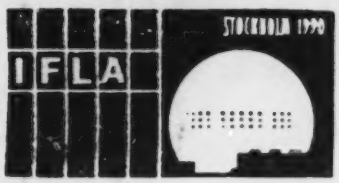
Having achieved the successful launch of the manual on the measurement of performance of public libraries, the Section might now consider developing the work into a manual for the development of integrated management information systems.

Nick Moore
April 1990

Reference

1. Nick Moore *Measuring the performance of public libraries* Paris. Unesco (PGI-89/WS/3) 1989

IFLA GENERAL CONFERENCE STOCKHOLM 1990



Division:

Section/RT: Technical Trends Libraries - Performance Measurement

56-PUBL(WS)-4-E

Measuring the Performance of Public Libraries - A Test of Nick Moore's Draft Manual

by

Kenneth Sparr
Chief librarian
Nynäshamns bibliotek, Sweden

IR053479

For internal use only:

Meeting No: 104

SI: yes/no

Abstract

Measuring the Performance of Public Libraries - A Test of Nick Moore's Draft Manual

Nynäshamns bibliotek has in 1988 and 1989 tested Nick Moore's draft manual "Measuring the performance of public libraries, 1987". The article comments the methods and measures suggested in the draft manual from the standpoint of practical experience. The manual is considered to be of great value in finding an overall view of the performance of public libraries. Some of the methods described, however, means quite a lot of manual counting and in some instances the results are too uncertain. Other possible measures are suggested.

Foreword

Nynäshamns bibliotek has in 1988 and 1989 tested "Measuring the Performance of Public Libraries - A Draft Manual prepared under contract with IFLA Nick Moore 1987". We have tested almost everything except the level two measures.

As a general conclusion we find this overall method of measuring the performance of public libraries a most fruitful one with its basic principles:

- performance measurement should be an integral part of the management process

- the measures should relate to the requirements of consumers

- the measures should assess performance within the limits set by the levels of the resources available

- performance should be measured in the context of the library's objectives

In the following I will comment on each each part of the manual, except the level two measures, and also include some examples in the form of figures.

MEASURING PERFORMANCE

Bookstock level one: books in stock

The aim of these measures is to show how many books are available to library users in overall terms and how many are actually available on the shelves.

The method of obtaining these measures involves some uncertainty as well as some amount of added manual counting. We have not been able to get all these measures from our datasystem, but this could hardly be a big problem to solve. We believe that these measures must be counted more than one time a year to achieve a higher degree of certainty. The results are interesting and confirm our feelings. See figure 1!

Bookstock level one: additions and exchanges

The aim of these measures is to show how many new books are available each year for library users to choose from.

Except for exchanges, we have used these measures for a long time and have found them useful. Exchanges are not commonly used in Sweden, not on a large scale anyway. If exchanges would be used more systematically and on a large scale it would of course be interesting to measure them.

Bookstock level one: live stock turnover rate

The aim of this measure is to show the rate at which the stock is being refreshed or replaced by the addition of new and exchanged books.

As we are not counting the exchanges this measure will be incomplete. However, this measure is easy to get as the figures are already available (cf. above!). This type of measure at first seemed at bit strange to us. We have nothing to compare with and consequently the information at present is of little value. The situation would be different if we would have had a long series of this measure as well as from other libraries. We believe that it then would be useful. See figure 2!

Other materials level one: periodicals, sound recordings, video recordings, pictures

The aim is to show how many periodical titles, sound recordings, video recordings and pictures are available to library users.

These measures are easy to obtain and they are interesting if you have long series and from other libraries.

Staff resources level one: total staff, professional and para-professional staff

The aim is to show the overall level of staff (total, professional and para-professional) employed to provide the public library service.

These measures are easy to obtain and give a good survey of each library's staff resources. However, it seems a bit odd to me not to show what staff resources you have concerning porters, janitors and caretakers. The division between professional and para-professional staff is not quite applicable to Swedish conditions. See figures 3 and 4!

Buildings level one measures: size, opening hours and accessibility

The aim is to show the size of library buildings in relations to the number of people using them, to show how available the library services are to library users and to show how accessible the library is for library users.

These measures are easy to obtain, but the size do not tell us anything about the quality of the buildings and their functions as libraries. The size measure ought to be accompanied by a description of the qualities of the building. You may also relate the total number of opening hours to the population served, i.e. with the calculation: opening hours per 1000 population. With this measure you get a good possibility to compare. See figure 5!

MEASURES OF OUTPUT

Loans level one

The aim is to measure the use of the lending service and to assess the rate at which books are borrowed.

These measuers are easy to obtain and have been used for a long time, except for the circulation rate. We have long series and can make good comparisons. Loans and circulation rate are extremely important in measuring the output of the library. See figure 6!

Visits level one

The aim is to show how many people actually visit the library during a year.

This is a most valuable measure of the library's output and it can be used for many different purposes, i.e. adapting the opening hours. We have found that just counting visitors during two weeks a year and make an estimate means a high grade of uncertainty. The best way to count visitors is to use a turnstile or similar equipment. See figure 6!

Active users level one

The aim of this measure is to show the penetration af the lending service into the community. Library membership records provide only partial indication and a more

realistic picture is provided by counting the number of people who actually have books on loan on a particular day.

With our automated loan system it is at present not possible to get the neccessary information. We have therefore not tried this measure. We find the sampling method suggested too unprecise. However, this measure is an important one and efforts should be made to find an easy way of attaining it.

Activity attendance level one

The aim is to show how many people attend activities such as exhibitions, story-telling sessions and lectures which are organised by the library.

These measures are not difficult to obtain, provided you can separate between visitors attending activities and ordinary visitors.

Reference and information transactions level one

The aim is to show the overall use made of the reference and information service.

In Sweden we usually make a sampling every three year of the amount of time used for the information services. It is difficult to draw general conclusions from this measure. Information services also have an aspect of quality which is difficult to measure. In most cases it is almost impossible to distinguish visitors to the reference library from other visitors. However, it would not be too difficult to simply count the reference and information transactions although these figures does not tell you anything about the quality of the services.

Stock capacity level one

The aim of these measures is to show the capacity of the stock to satisfy the demands of library users. It measures the ability of the stock to satisfy the demands for books by specific authors and the demand for books on specific subjects. In addition library users should be able to find an acceptable selection of recently published material. The measure of the age of the stock show how likely they are to be able to find such material.

We find the measurement of author and subject success rate a bit strange and foresee difficulties in deciding the choice of authors and subjects. As is pointed out in the draft

manual it is essential that the same lists of authors and subjects are used in each library. When testing these measures we also found it difficult to draw any general conclusions from the results, mainly due to the fact that we have nothing to compare with.

On the other hand the measure of the age of the stock is quite interesting, even if the sampling method involves some uncertainty. The only negative aspect of this measurement is the manual work involved. Our automated system cannot at present provide the necessary information. See figure 7!

Requests and reservations level one

The aim is to show the ability of the library to meet quickly demands for material which is not readily available on the open shelves. In particular, to show the likelihood of requested material being ready for collection on the next, or next but one visit.

At present this measure also gives rise to a certain extent of manual work. However the results are interesting and worthwhile trying to provide for. This procedure is of a sampling kind which of course means some uncertainty. If the sampling method is to be used it seems important to use it several times a year, as the results vary quite a lot. See figure 8

CONSUMER OPINION

Consumer opinion level one: basic community survey

The aims are to identify the demographic characteristics of users and non-users, for users to identify the nature of the use made and to identify the reasons for non-use and lapsed use, and the extent to which these relate to inadequacies in the service.

In this case we used a professional statistician, SIFO Samhälle AB, to do the survey, using the draft manual as a basic for the questionnaire. As is stated in the manual you should survey between 1000 and 1500 people in order to achieve a final response rate between 500 and 750. We could not afford a survey of that size, so our final response rate was 400 people and this means that the results are not quite statistically valid.

The main objection against this survey is the cost involved. It seems difficult for small communities to provide the money needed for frequent surveys. Furthermore you cannot be sure that you get honest answers from people. The responses to our survey were in

many cases so positive that they sooner have the apperance of being the librarian's cherished dreams than giving a true picture of reality! Anyway the basic community survey at least give you some hints whether your library is working roughly in the right direction or not.

Consumer opinion level one: basic user survey

The aim is to identify who uses the library and what they use it for, to assess overall satisfaction with the library, to assess whether users get what they want during their visit to the library and to identify the services users most want the library to provide.

In this case we used a questionnaire with a similar content made by Bibliotekstjänst AB. Some of the same problems stated above with the community survey also appear here: the lacking statistical validity when performing this survey on small library systems and the absence of critical views from the users. It seems furthermore difficult to get people to suggest new services or changes of services and these kind of surveys do not give you enough information of what the true needs and demands are. A deeper understanding would probably be possible if you use the methods suggested in the manual: depth interviews, group discussions and unobtrusive testing. The last mentioned method is however questionable from an ethical point of view. The staff would certainly find this to be a negative form of inspection.

Other possible measures

To the measures suggested in the manual you may add the following which to some extent are easy to obtain and which we have found usable:

- loans and users per population divided after sex and age

- loans and stock per class mark, location mark, type of media

- loans per full-time-equivalent number of staff and year

- percentage discarded books and other media of total stock

- number of opening hours each week per 1000 population

General observations

Nick Moore has himself noted some of the difficulties in developing a manual which can be applied in different countries throughout the World: the big variations in the nature and organisation of public libraries, the significant variations in the resources available for measuring performance and finally the problems of definition and terminology. To this may be added the differing objectives of public libraries in different countries. However, Nick Moore takes a pragmatic standpoint: you may select and apply only those techniques which relate to local circumstances. But, it's extremely important that you on the national level apply the same measures and techniques. Otherwise the measures will not be comparable and this will be a serious drawback.

There can be a difficulty in the way you decide the geographic borders for the population served by a particular library. This however is a purely local problem, but it is of a fundamental importance to solve it.

As new media (video recordings etc) slowly become more and more a natural part of the library's service we would like to question whether you on level one really should divide between books, sound recordings, video recordings, pictures etc.

Some of the measures suggested in the draft manual means quite a lot of work, which it is hard to find room for at present. We don't want to expand administrative work at the cost of service to our users.

We have ourselves incorporated several of the measures suggested in the manual into our own reports etc. and found them informative and usable in the management process. The most interesting and valuable about the draft manual is the overall view taken: the combination of resources and outputs to form a whole.

BOOKSTOCK LEVEL ONE: BOOKS IN STOCK 1988.01.01

Library	Population served	Books on shelves*	Books on loan	Books on shelves per 1000 popul.	Books on loan per 1000 popul.	Percentage of stock on loan
Nynäshamn	12 581	49 509	10 696	3 935	850	18
Sorunda	3 339	10 994	2 325	3 293	696	17
Stora Vika	738	7 979	2 160	10 812	2 927	21
Ösmo	4 197	20 373	3 800	4 854	905	16
Total	20 855	88 855	18 981	4 261	910	18

* except books in reserve stores

Figure 1

BOOKSTOCK LEVEL ONE: LIVE STOCK TURNOVER RATE 1988.01.01

Library	Population served	Books on shelves*	Books on loan	Annual additions to stock	Live stock turnover rate
Nynäshamn	12 581	49 509	10 696	4 325	13
Sorunda	3 339	10 994	2 325	1 099	12
Stora Vika	738	7 979	2 160	681	15
Ösmo	4 197	20 373	3 800	1 669	15
Total	20 885	88 855	18 981	7 774	14

* except books in reserve stores

Figure 2

STAFF RESOURCES LEVEL ONE: TOTAL STAFF 1988.01.01

Library	Population served	Expenditure on staff	Full-time-equivalent number of staff	Annual expenditure on staff per 1000 popul.	Population served per member of staff
Nynäshamn	12 581	947 700	5.76	75 328	2 184
Sorunda	3 339	218 900	1.25	65 559	2 671
Stora Vika	738	137 800	0.75	186 721	984
Ösmo	4 197	360 400	2.00	85 871	2 099
Total	20 885	1 664 800	9.76	79 713	2 140

Figure 3

STAFF RESOURCES LEVEL ONE: PROFESSIONAL AND PARA-PROFESSIONAL STAFF 1988.01.01

Library	Total full-time-equivalent number of staff	The full-time-equivalent number of professional staff	The full-time-equivalent number of para-professional staff	Percentage professional staff	Percentage para-professional staff
Nynäshamn	5.76	2.75	3.01	48	52
Sorunda	1.25	0.75	0.50	60	40
Stora Vika	0.75	0.75	-	100	-
Ösmo	2.0	1.0	1.0	50	50
Total	9.76	5.25	4.51	54	46

Figure 4

BUILDINGS LEVEL ONE MEASURES: SIZE, OPENING HOURS, ACCESSIBILITY 1988.01.01

Library	Population served	Total floor area in square metres	Floor area per 1000 population	Number of hours open per week	Percentage of opening hours which fall outside local business hours	Percentage of the population who live more than two kilometres from a library
Nynäshamn	12 581	1 720	138	34	24	9
Sorunda	3 339	350	90	18	33	54
Stora Vika	738	130	176	13	31	22
Ösmo	4 197	350	83	24	33	19
Total	20 855	2 500	120	89	30	26

Figure 5

LOANS LEVEL ONE - VISITS LEVEL ONE 1988.01.01

Library	Population served	Number of books borrowed per annum*	Total bookstock*	Annual loans per 1000 population*	Circulation rate*	Number of visits per annum	Visits per 1000 population
Nynäshamn	12 581	114 378	65 838	9 091	1.74	69 230	5 503
Sorunda	3 339	28 406	14 543	8 507	1.95	11 500	3 444
Stora Vika	738	22 443	10 139	30 410	2.21	9 100	12 331
Ösmo	4 197	38 321	26 622	9 130	1.44	15 480	3 688
Total	20 885	203 548	117 142	9 746	1.74	105 310	5 042

* Sound recordings, pictures, video recordings etc are included.

Figure 6.

STOCK CAPACITY: Percentage of stock published in the last two years and last five years

Library	Percentage of stock published in the last two years				Percentage of stock published in the last five years				Percentage of stock older than five years			
	Non-fiction	Fiction	Children	Total	Non-fiction	Fiction	Children	Total	Non-fiction	Fiction	Children	Total
Nynäshamn	9,7	6,3	6,5	8,0	24,2	19,4	26,1	23,0	75,8	80,6	73,9	77,0
Sorunda	20.0	12,2	14,3	15,0	44,4	24,4	37,5	34,2	55,6	75,6	62,5	65,8
Stora Vika	9,7	11,1	10,6	10,5	35,9	21,3	36,5	31,1	64,1	78,7	63,5	68,9
Ösmo	21,3	15,6	17,0	17,6	63,2	43,3	47,6	50,3	36,8	56,7	52,4	49,7
Total	15,2	11.3	12,1	12,8	41,9	27,1	36,9	34,5	58,1	69,3	63,1	65,4

Figure 7

RESERVATIONS LEVEL ONE 1988.03.21

Library	Number of reservations	Percentage of reservations satisfied in 2 weeks	Percentage of reservations satisfied in 4 weeks
Nynäshamn	82	73 %	95 %
Sorunda	13	53 %	53 %
Stora Vika	19	68 %	74 %
Ösmo	16	88 %	88 %
Total	130	71 %	78 %

Figure 8

IFLA GENERAL CONFERENCE STOCKHOLM 1990

Division:

Section/RT:

97-PUBL(WS)6-E

MEASURE THE PERFORMANCE OF PUBLIC LIBRARIES AND YOUR PLANNING WILL BE EASIER, MORE REWARDING - AND MORE SUCCESSFUL.

Anna-Lena Höglund

IR053419

For internal use only:

Meeting No: 194

SI: ~~yes~~/no

Anna-Lena Höglund

MEASURE THE PERFORMANCE OF PUBLIC LIBRARIES AND YOUR PLANNING WILL BE EASIER, MORE REWARDING - AND MORE SUCCESSFUL.

In April last year Nick Moore visited Sweden, invited by Kalmar County Library to take part in a conference on other ways of measuring the performance of public libraries than just by counting the number of loans. Chief librarians from muncipalities in four counties attended the conference.

Nick Moore had just then completed his paper "Measuring the performance of public libraries", a commission he had been given by IFLA and UNESCO.

The performance measurements are constructed so that they can be applied in different countries with libraries of varying standards. Moore has tried to develop methods of measuring on one hand the level of resources compared to the population intended to use the library, on the other how these resources really are used and finally how many people who in reality uses them.

At least in Sweden existing measuring techniques have mainly been used to measure how high the number of loans is.We have tried to develop methods to measure to what extent people use the libraries, but have not found other than sociological or, lately, ethnological. Many user surveys have been carried out to try to find out how many people in a muncipality really visit the library, what they do there and how often they use it.But hardly ever have we tried to relate the result of our work to the resources used.Very rarely have we looked at different areas of a muncipality to see in what degree the libraries are used, or investigated which books among all the ones on the shelves that really are used.In Sweden all public libraries shall report every year on costs, books in stock, additions to stock, loans of different kinds of material, number of staff and opening hours to Statistic Sweden. Every year a thick publication is issued,with information from all Swedish muncipalities. This information hardly ever causes any discussion, in spite of the fact that you can get very interesting truths about the use of resources in public libraries from these figures. As a rule the only things commented on by the press is whether the number of loans/inhabitant or the number of additions has gone up or down. Another problem with these figures is that they contain many errors. I have carefully studied the figures of my own county and found so grave errors, that I strongly doubt the validity of the results of Statistic Sweden.

It is said that Sweden today is in an economic crisis.The public sector costs too much. This year almost all local authorities have been forced to make cuts in this year´s budget and been given reduced budgets for next year. Now it would have been of extremely great value if we had had ways to measure our performance.We are forced to cut down, but where shall we cut in order to keep as large a part as possible of our most important service? And which service is the most important?

Perhaps it is not so certain that we who represent the libraries and those who use them - or ought to use them - are in complete agreement on this. In any case the results which our measurements show and also the figures published by Statistic Sweden seem to indicate that this is so.

Nick Moore was so inspiring and stimulating at the conference, where he described his methods in detail, that the participants decided to try his methods of measuring the performance of public libraries in Sweden.

I and my three colleagues at the county libraries of Kronoberg, Sörmland and Östergötland undertook to produce a Swedish basis for these measurements.

During the autumn of 1989 we worked at translating the manual into Swedish. We started by simply translating word by word, but got into trouble right away.It was not so easy to find Swedish equivalences to the circumstances and conditions that exist in England. Because we realized that Nick Moore primarily has based his methods on English conditions. For example, we saw immediately that throughout he has based his measures on bigger library units than we can do in Sweden.He also reckons with a larger bookstock and above all with a higher population and a greater population density.

The purpose of this workshop is partly to introduce these new methods of measuring the performance of public libraries, partly to present an attempt to adapt them to a specific country and the problems you then will meet.

I will start by going through and commenting on some of the basic principles from which Nick Moore starts. After that I will tell you about some of the problems we have met during our work. I will then give you some examples ot the results we got and compare them to what Nick Moore considers to be a reasonably high standard. Finally I will value the methods and explain how and why it is my opinion that Swedish libraries ought to develop and use this way of measuring their performance in the future.

Basic principles

- Performance should be measured in the context of the library´s objectives

We have not been able to take individual libraries´objectives into consideration. We did our measuring primarily from a methodological point of view, in order to test the method under Swedish conditions.

However, there are som objectives which we ourselves agree with and which we are convinced every library agrees with - silently or publicy - namely to give every inhabitant in its muncipality a possibility to use the library service. I believe this to be a matter of course to most members of cultural committees, but very often they have not asked for any performance assessments to see if they are getting nearer to their objective or not.

As a starting point for our work we had drawn up some objectives and some assumptions in order to be able to evaluate the results

of the measuring from these:

- to give *all* inhabitants a possibility to use the library service

- the bookstock shall correspond to the requirements of the consumers, i.e. be adapted to age structure and social structure, to the type of community etc.

- people do not find what they are looking for, if the shelves are packed and if old books are predominant in the bookstock

- Swedish libraries have far too many and too old books on open shelves

We are aware that some of the library systems where we measured the performance have given priority to the objective to reach such groups who do not use the library spontaneously. Such libraries have gone in for "books at the job" at the expence of the traditional service as e.g. reference service at the central library.But such general measurings as those we have carried out will be very useful even to these libraries, since you can compare your system to other library systems, where perhaps other priorities have been made. If the results differ considerably, that may be explained by one system coming closer to its objective than the other.

- Performance measurement should be an integral part of the management process

Very few chief librarians in Sweden follow up the performance of their library. Every library keeps account of their loans, additions,of activities like e.g. story telling hours and other programs and so on, but few analyse the results in relation to resources used or concrete objectives. Year after year these statistics are reported to Statistic Sweden and there the results are compiled and averages for the country and differently sized municipalities are produced. Tendences over 5-year periods and so on are shown.Already here the libraries can find excellent material to use in their analysis of their own performance. But most libraries do not use these figures. There is a lack of interest in figures and statistics. Many are suspicious of it and some are of the opinion that it is not possible to measure a library's performance in numbers.

These are problems we have met in our work with the new measurements.Apart from working on the measurements as such, we also must create an interest for and a consciousness of the use of performance measurements. In some libraries they did not bother to carry out certain measurings, since they were considered to be of no importance. So some libraries have dropped out.

We have also had some difficulties in convincing the library management to detail staff for the measurings. Of course, this has meant extra work in addition to ordinary duties, but interest and perhaps belief in the method has not always existed. So mostly staff from the county libraries carried out the measurings assisted by local staff.

That it is not considered to be particularly important to measure the performance is shown by the fact that one was not always so careful in giving truthful figures.According to Nick Moore you should use already existing statistics as much as you can. As I have mentioned, many figures are collected and we have as far as possible used these.But when closely analysed we have found them unusable in many cases. They have not agreed with the results we have obtained when carefully measuring the individual libraies.

- The measures should assess performance within the limits set by the levels of resources available

This principle is of great importance. Not least in times like these, when the libraries in Sweden must take large cuts. It is easier to argue for a service if you know what it costs and the result you can get within the limit of that cost. It is also easier to make priorities, if you concretely can compare the result of one performance to another. To relate this knowledge to a stated objective is an excellent basis for a decision.

- The measures should relate performance to the requirements of consumers

This sentence may seem trivial but contains the conditions for a deepgoing discussion of the real and fundamental functions of public libraies.Nick Moore says in his paper:"The services provided are only of real value if they are valued by those for whom they are provided.To an extent this will be reflected in the use made of the services - few people will continue to use a service which they do not value. The performance measurement system should, however, attempt in some ways to go further and to establish what the consumer preferences are".

In their daily work library staff meet the visible demands and desires. An information- and reference librarian answers qualified questions and is thereby given the impression that the demand for qualified information is great.But what you rarely get to know are the desires of those who never go to the information desk or the needs of those people who never come to the library at all.These are the hidden demands. By this kind of measurements we may learn more about these needs.If we concretely examine the bookstock and which books are on loan and perhaps above all those which are not - that will indicate whether we are doing the right thing or the wrong thing - if perhaps we should change our performance in some way.

- The level of measurement should be determined by the amount of detail required

Nick Moore says that for most purposes it will be sufficient to measure the overall performance of a library service.

But he maintains that you also can measure your library´s performance in some depth. Such measurements will provide much more detailed information, but will also require more effort to be expended in its collection.

Throughout Nick Moore describes two levels. Level 1 means that you will get a broad overall measure of different activities, resources and results. In our opinion, if you stop at level 1, e.g. in

measuring the age of the whole bookstock, this will not give you information that can be used for further planning. Not until you go to level 2 will you get knowledge useful for further planning. The following example will make it easier to understand this:

In a small branch library 3.8% of the whole bookstock was 5 years old or newer. If we measure at level 2 we will find that 5.6% of the nonfiction is 1-5 years old, but the fiction is considerably older. Only 0.7% is 5 years or newer. Among the children´s books 11.2% is within this agelimit.

Therefor we have chosen to measure at level 2 throughout. Only in one case, that of reservations, have we used level 1 only.

- Comparison is an essential aspect of performance measurement

Nick Moore stresses emphatically that comparison i extremely essential. One single measurement at one single library can give us some information, but it is not until the element of comparison is introduced, that it becomes really interesting. Firstly this means comparison between different library units within the same library system, secondly between library systems and thirdly comparison over the years.

This is why we did not want to measure the performance of only one unit of the library system in our methodological study. But it has not been possible for us to measure all libraries in all the library systems. That has not been considered necessary for this study, it being primarily a study of methods, but in our recommendations to the libraries we will stress the value of measuring all individual libraries.

- Basic measures should be adapted to suit local circumstances

The measures, which Nick Moore has developed, can all be used in a country like Sweden, but methods of producing them and how do define and limit the collection of statistics must be adapted to each individual country. On many occasions we have met difficulties, when we have not been able to make an easy adaptation to Swedish conditions. It is necessary to define and make the manual very clear, so that everybody uses it in the same way. We tried to be clear, but during the case study we found that not even we ourselves always knew how to interpret some instructions. The test measurements have given us a lot of new knowledge, but we are doubtful about som of them. For this reason we ought to have had time for yet another set of measurings in order to clear up a few questionmarks. But we did not have time for that.

In his paper Nick Moore says that the national library association has an important role to play in this connection. In Sweden it is not the Swedish Library Association who has taken up this project. It is on the initiative of one single county library and in cooperation with three others that we have realized this project. The National Council for Cultural Affairs has given us a small grant, but each county library has contributed economic as well as staff resources.

If I had suspected that it would be such a difficult and timeconsuming work, I might have hesitated in starting this project.

We ought to have had a large project grant and a project worker, who could have worked with it for a concentrated period. That person might very well have been me, because it has been extremely fascinating and interesting in spite of being a difficult job, hard to fit in along with the day-to-day tasks.

I and my colleagues in the team think that the work we have done will give the libraries a possibility to develop their performance.

Difficulties and problems

The population served

It is of utmost importance for these measurings to know how many people that are supposed to be served by the library. That is not difficult, if we limit ourselves to the whole population in a municipality, but if you want to go deeper and find out how many children there are and where they live in relation to a library, then it immediately becomes more difficult. It soon became apparent that only two or three of the chief librarians of the test municipalities had more than an overall knowledge of the demographic pattern of his/her municipality - or at least used this knowledge in his/her planning. So we had a lot of work in collecting the population statistics of the municipalities and then, together with the staff of the local library, to try to determine the responsibility area of each library.

Here we met one of the first methodological problems. When calculating the population, should we start out from a "responsibility area" or a "catchment area"? Catchment area means of course that area from which the library users mostly come. Responsibility area means that you define a boundary for the service responsibility of the library. In this way you cover the whole of the municipality and can compare statistics from different areas. You include the whole of the population in all your measuring. We chose this way of dividing the municipality, in spite of the fact that we realized that is has its shortcomings. If you compare the result of measuring the loans and this way of dividing the population with the result of another measure, namely that of accessibility, that will give you a good indication of the library´s catchment area.If you want to explore even deeper, on a leval 3, which Nick Moore has not done, you can get even better knowledge. But that requires more work than we have had time and opportunity for. By making a note of the address of all borrowers and the number of loans/borrower during a certain period of time, you can define the catchment area of the library as well as the area where the library does not reach. Some years ago I did this kind of measuring at the branch libraries in a large Swedish municipality. The result was interesting and gave us a basis for deciding on the use of resources, as well as for planning a system of branch libraries and a mobile library service.

The work with producing population statistics and defining boundaries have exposed vast shortcomings in the adminstrations and planning of the library service. In only a few cases the chief librarians have had more than an overall knowledge of the demography of their own municipality. In only a few library systems there was

an adequate basis for planning the use of resources.

The size of the bookstock

The aim of measuring the size of the bookstock is to show how many books are directly available to a library user. That is why the books on the open shelves must be counted. This information is also needed for measuring the stock capacity, which means among other things the age of the bookstock. In small libraries you can count every book and note the year it was published in, in bigger libraries you must use samples.

This may seem to be easy though somewhat timeconsuming. As a rule there are no problems in libraries, where you can count all the books. But in bigger libraries, where you have to use a sample, a lot of questions arise. Often you have put recently published books on revolving bookracks or displayed them in other ways. How then to select a sample to give a fair picture? If you exclude displayed books the bookstock will appear older than it really is. We chose to put the recent books back in their places on the shelves. This has to be included in a manual otherwise the measuring will be done differently in different libraries. We have also changed Nick Moore´s instructions, so that we select a larger sample. Nick Moore says that it is enough to count 10 shelves and from that result deduce a likely average final result. We have used 20 shelves since some of the team did not trust the final result otherwise. We consulted a statistician, who adviced us to use the higher number.

Books on loan

Knowing how many books are on loan at the instance of measuring is information required for several measures.

In Sweden this information is obtainable only at libraries with a manual charging system, the so called Detroit system.

It is very easy to take the issue tray and quite simply count the bookcards. The only problem you meet here - and which of course also exists when a computer-charging system or a photo-charging system is used - is to decide on a time limit for long overdue, not returned books, which should not be included in the count. That would distort the result. If you count all the books that are not returned, you will include many that never will be returned and consequently not be available again to other users. A user who has a book several months overdue cannot be called active - and it is the number of active users that shall be determined.

In a manual you will have to fix a date, e.g. all books borrowed to-day and 3 lending periods back.

When a photo-charging system is used it is possible to do this measuring after the film has been developed. It is a laborious and lengthy procedure. We did not use it.

You would believe that the simplest way of obtaining this information would be with a computerized charging system. But it

turned out that none of the three computer systems in Sweden had this possibility. When we enquired at the suppliers we were told that it would be possible - and not difficult - to supplement such a computer program. One supplier says that he could develop such a program in a few months. It would cost SEK.25000. Another company says it will produce such a program in two weeks, costing SEK.7000 If we could wait they are prepared to discuss including such a program in their system on the condition that the libraries wish for this. We had no funds to pay such a program, so we could not carry out this measuring in libraries with a computer-charging system.

The number of users and the number of books on loan/user

Like the numbers of loans the measuring of users and books on loan/user can today only be done in libraries with a manual charging system.

This measuring is easy to do when there are no more bookcards in the issue-tray, than you can count all of them. When using a sample it becomes difficult. In a manual it must be shown clearly how to select a sample. Our manual, which was a fairly rough translation of Nick Moore´s, was far too vague for our results to be fairly reliable. We had chosen to count the number of users and the numbers of loans/user at two different dates of return. We left out of account the fact that a library can change its date of return a certain day each week. If you change it every day the sample will be too small to be reliable. The same goes for one date of return/week if the library is so small that it is only open one or two times a week, something that is not very unusual in this country.

Instead of giving dates you must give the size of the sample and that we will do in our final manual.

Counting the number of loans/user has been the most timeconsuming part. To make a note of every user´s register number and then add the number of borrowed books to each register number takes a very long time. You have to be observant so that the same number is registered only once. A user often has books all over the issue-tray. Some libraries refused to carry out this part.

Additions - exchanges

Counting the additions appears to be easy. But even here there are problems. Some libraries did not keep their statistics, so that you could see how many books the different units got.

Many libraries have a system of exchanges, i.e. the small units get deposits a number of times a year. These deposits either make up the whole bookstock, or are a supplement to a few additions of their own.

Most libararies, however, count their exchanges in a different way from what these measurings require. You count the number of books that are sent out from the central library and not how many are received by each unit. This has caused us trouble and shows that if you want to start using these measurings you will have to begin at least a year before the beginning if the measuring year, by deciding

how you ought to keep your statistics.

In some cases we have been able to reconstruct information regarding exchanges, in other we have had to refrain from carrying out this measuring.

Stock capacity

Nick Moore measures the stock capacity by establishing its age. He has three levels: books published in the last 2 years, books published in the last 5 years and books more than 5 years old. Many librarians have reacted to this, saying that one ought to have yet another level - books more than 10 years old. It is this that has caused most excitement. Surely, we must have old books as well! Yes, we agree that a library must contain some old books. It is the proportion that matters. The result we got - and here there has been no methodological problems - shows that perhaps we ought to introduce the level older than 10 years in Swewden. If we could show how many books on our shelves that are that old, we would perhaps get a more effective measure and a stronger argument for discarding books.

Another way of showing stock capacity is by finding out what you will find on the shelves on a specific subject or by a specific author. You choose 20 authors and you count the number of titles available on the shelves. Then you calculate an average number of titles and have a measure for the author success rate. We feel very doubtful about this measure. How do you choose 20 authors who absolutely have to be represented in a library? Classics, great modern authors, Strindberg, Mahfouz, Hemingway? You can choose authors of less literary quality but very popular. You can choose names forgotten by most people to-day, but still taking up room on the library shelves. Finally you can choose a mixture of all this.

But what does the average figure tell us?

Would a high or a low figure be preferable? We think that a very high figure as well as a very low one is a measure of bad media handling. A user of a main library in Sweden should find many titles by August Strindberg, while an author, forgotten to-day, but very popular in the fifties and sixties, like our Swedish Olle Hedberg, ought not to be represented by more than a couple of titles on the open shelves. But should every library unit be able to offer a number of titles by Strindberg? For example the small service point, open only one evening a week? And how can we assess our performance by an average figure, if we know we have 1 or 5 titles by to-days authors like Torgny Lindgren and Jonas Gardell?

But it has been a most interesting experience - and slightly frightening - for us who have carried our these measurings to find on the shelves 30-40 titles of authors, no longer young and unknown and unread today. It has been equally frightening to find our great modern authors untouched on the shelves, not only 1 copy per title but often 2-3. Of to-day´s most popular light novels we only found 1 or 2 copies. Yesterday´s popular titles, i.e. not those of the fifties, sixties of seventies, but those popular 2,3 or 4 years ago, were well represented on the shelves. All this is valuable knowledge. This kind of measuring is some sort of stocktaking,

giving you an idea of the state of the bookstock, but it is our opinion that it is not possible to gain useful information from an average figure.

But every chief librarian is recommended to measure the stock capacity in this way - by himself/herself. He/she can surely find time for that - it takes only an hour or so.

In a similar way you choose 20 subject and count the titles within each subject and then you will have a measure of the subject success rate.

The average figure can be better applied on non-fiction. But the problem here is that it is difficult to choose subjects appropriate to both big libraries and small branch libraries. We believe that, when measuring the non-fiction, you must have a different choice of subjects at different types of libraries. Nevertheless we feel the same doubts about the value of an average figure for non-fiction as we did about fiction.

For us Swedes it is very interesting to note that in those libraries, that received so-called government development grants in the seventies in order to improve their bookstock, you will find both fiction and non-fiction of a high quality from precisely these years. A large number of these books look completely untouched and show no sign of being borrowed very much. This information, obtained as a spin off effect from the measurings, strengthens our impression of unprofessional and unplanned media handling.

Extending the stock capacity measures

At a few libraries we have tried to extend these measures in order to find out how many books that are on loan of the library´s total stock of certain authors, we have also counted titles and copies in the catalogue. This has given us interesting information. In one case we looked at the porportion of books published within the last 5 years,that were on loan, and found that to be 41%. So far we have had neither the strength nor the time to continue these measurings, but we will try to introduce discussions like these in our future work with creating measures for Swedish libraries. Those will be measures, where perhaps it will not be possible to calculate averages, but just a method to evalute your bookstock and how it is used.

The Swedish results compared to Nick Moore´s view on ideal measures

It is important to emphasize that performance measurements should be seen as part of the overall management information system of the library. The measures should give the library management information that makes it possible to improve and develop the library´s activities. The measurements are a tool. As in all other statistics, the result must not be seen as an end in itself. Nick Moore stresses this and I quite agree with him. I question if you should produce averages for a library system at all, still less for a country as a whole. The interesting thing is the comparison between libraries of the same library system and over time.

It is vitally important if, as chief librarian, I find out that the circulation rate in the same system varies between e.g. 0.5 and 3, that the age of the books varies so that in one branch library 7% of the shelf stock is newer than 5 years but in another that percentage is 45. To learn that 5% of adult books are on loan compared to 32% of children´s books must be important. With this kind of knowledge I will have an increased possibility of finding better ways to use the resources and of finding instruments of distributing them, than today.

But you ought to be able to agree on an ideal measure. In spite of the fact that Nick Moore says that there are no *absolute* measures, he still have ideas about the ideal level of the results. Of course the ideal measure must differ in different countries, but I believe that within each country you can agree on such a measure. Even if libraries have different objectives this ought to be possible.Once again I wish to emphasize that I am not speaking of absolute measures, but of a guideline, an ideal.

Measuring the bookstock

These measures are extremely interesting. Among the public as well as among the politicians and perhaps also among librarians there is a widespread idea that the value of a bookstock increases by the number of volumes.

In our country the size of the bookstock is very rarely discussed. I have worked for many years with this question and made some experiments concerning discarding books and methods of discarding and compared well discarded and not so well discarded bookstocks to the loans. I have tried to bring this up for discussion in articles and books, but the response has been slight. Statistic Sweden as well as this study show that our bookstocks grow at a terryfying speed. There is little interest in finding instruments to use in building up a bookstock. Many librarians think that it is not possible to set a level that is reasonable and appropriate for either the bookstock or the additions.

"A well-resourced library might expect to have between 1500 and 2000 books on the shelves per 1.000 population. Shelf stocks which are much higher than this often indicate that the stock is not being used very intensively and consequently users are always selecting from a stock, which changes relatively little. Equally, shelf stocks which fall significantly below 1500 books per 1000 population, cannot really offer users the necessary range of choice
So far Nick Moore. In his discussion about the number of additions Moore starts out from IFLA´s recommendation of 250 new books per 1000 population each year. He discusses the basis you must have for deciding the number of additions. A country with a large publishing industry must have a larger number of additions to provide a reasonable choice. But there is another basis that Nick Moore does not discuss in his paper, namely the structure of the municipality as to population density and the structure of its library system. The ideal measure for additions must be based on the number of published books as well as on the population density. Will it be enough to decide on a measure for the whole of the municipality or should one try to develop a measure for each unit? This seems to be necessary, as we have found in our study that there are library

units that only have received about 100 new books on one year. If Nick Moore means that 250 new books per 1000 population is valid for each unit, then I think this is a reasonable measure. A library with fewer new books to present to its users in a year can hardly be called a library. So this measure should give a chief librarian an argument for the fact that so small units are not possible. In our study we think that we have found proof of this, when we related the measure for additions to that for the circulation rate and the loans.

Discarding books

Nick Moore does not discuss a measure for the percentage of discarded books. At several measurings he takes it for granted that the size of the bookstock does not vary, i.e. he presumes that the discarding of books is done professionally and continuously in the same way as the additions. But that is not the case. As I have mentioned earlier our Swedish bookstocks grow at a terryfying speed. By continuously measuring the turnover rate and the circulation rate it will be shown that the turnover will be gradually lower and the circulation slower.The reason for this is inadequate discarding. So we think that a measure for discarded books should be included as a matter of course. The only thing we have done in our study is to mention how the stock of each unit increases or decreases. We have not had time do discuss in what way this otherwise could be measured, we have only pointed out that the number of discarded books ought to be included in our general statistics.

Measuring the use of resources

There are many ways of measuring how the bookstock is used. You can look at the circulation rate, i.e. the number of times, on average, that a book is on loan during a year. If you have this measure it is then easy to find out how long a book stays on the shelf every year and for how long it is borrowed. This will give an excellent idea of how the population uses the resources granted by the local authority.

In our studies we have had frightening results. Nick Moore suggests an ideal circulation rate of about 5. In none of the 77 studied libraries have we had such a result. The highest rate we have had is 3.5 and 52 libraries show a circulation rate below 2. If the circulation rate is 2, the average time the books spend on the shelves during one year - shelf time - is 44 weeks. 22 weeks pass between loans and that means that the user sees the same books every time he visits the library.
Another way of looking at the use of resources is to measure the percentage of stock on open shelves on loan at any one time. Nick Moore says in his manual that if 30% are on loan the library is well used. If the percentage is only 10% it means that the turnover rate is low and the same books are presented to the user at each visit.

In 64 cases of 77 measured less than 20% of the bookstock were on loan. The lowest number we found was 3% (one library) and the biggest 41% (one library).

Constantly children´s books have a considerably higher circulation rate than books for adults. The difference is much bigger than we expected. For us the whole of this study has meant a worrying discovery - to a very considerable degree our libraries tend to be children´s liraries with an adult section.

Measuring the loans

The measures for loans are annual loans per capita and the circulation rate, i.e. how many times a year the books are on loan.

In Sweden as in other countries we have the measure loans per capita. As a rule we only work this out for the municipality as a whole and we seldom analyse the loans in depth. The interesting thing in working out such a measure per unit in a library system is that in this way you will realize how unevenly the loans are distributed within the system. As a rule we are proud and glad if, in a municipality in Sweden, we achieve 10 loans per inhabitant. That exceeds the national average with a good volume. But if on one hand we work out the loans per inhabitant in different areas of the municipality, and on the other divide the loans in loans of adult books and loans of children´s books, we will get a truer and more revealing picture of the people, who use the library´s resources the most.

Studies have shown that children´s loans are incredibly higher than adult loans and that the loans per inhabitant differ at different branch libraries and service points within the same system.

We think that an overall measure of the loans per inhabitant in the municipality is uninteresting. Almost equally uninteresting is this measure at one individual unit. If we only have this figure we will not get the information needed for further planning and development.

Throughout the adult loans are very few at most branch libraries and service points. The difference is much bigger than we believed. It can be up to 20-30-40 loans per capita. The number of loans can be almost 50 books per child while adult loans often are around 4 books per adult. Of 71 studied branch libraries and service points, 50 showed adult loans of less than four books per adult.

The loans should be related to bookstock and additions. This can be done by measuring the circultation rate (see above). You can also compare the number of additions with the total number of loans. Would a measure like loans per addition be useful? In order to try to find a connection between invested resources and the result I have put together different measures:

Loan per capita	Bookstock per capita	Additions per 1000 population	Loan per addition	Older bookstock	Cirkulat. rate
14,5	6,1	470	30,7	71,6	2,4
6,8	4,9	400	17,7	79,6	1,4
4,1	4,9	141	29,2	71,1	---

These figures apply to three main libraries, books for adults and adult loans. I have chosen three libraries with altogether very

different grants for book-purchasing. One with a very large grant, one with a grant close to the average of the country and one with a very small grant. I refrain from making an interpretation myself. Instead I hope that the work shop will start a discussion based on these figures.

The age of the bookstock

Research both in Sweden as well as in other countries has established that recent books are borrowed more frequently than old ones.

Too many old books on the shelves stand in the way of new and current titles. In spite of knowing this librarians neglect the business of discarding. That is somthing you do if you have time to spare. That is why a measure for the age of the bookstock is extremely important. If it can be proved in figures, that the bookstock is out-of-date and antiquated perhaps the process of discarding can be speeded up. Nick Moore says that 10% of the books presented to the user ought to be published in the last two years and that 40% should not be older than five years. He writes: "Proportions that are much smaller than this are likely to indicate a stock with a relatively low turnover rate".

Our studies have shown that the books in Swedish libraries are considerably older than Nick Moore's ideal age. In only five of the 113 libraries where we measured this 30% of the books were five years or newer. In 50 libraries between 80% and 90% of the stock were five years and older and in 23 libraries the share of old books was over 90%. As a curiosity I can mention that we found a couple of libraries where 98% (!) of the books were older than five years.

The turnover rate

The turnover rate has puzzled us quite a lot. The results are often startling, but somtimes we think that they do not at all correspond to the reality we have met. The proportion of recent books on the shelves is directly dependent on the live stock turnover rate, which in its turn is decided by the size of the total stock and the relations between additions, exchange and discarded books.

The following table shows that there is a pitfall somewhere:

Turnover rate	Loan per adult	Books newer than five years	Additions / 1000 popul.
54,6	2,1	3,6	100
6,2	1,9	16,5	300
12,8	6,8	12,7	100
10,9	4,8	18,5	400
1,9	2,5	4,2	100 + 180 exchanges
7,2	3,2	9,8	100 + 370 exchanges

If the conclusion is right that the turnover rate is dependent on the number of additions, the last two libraries in the table ought to have a completely different figure for the turnover rate. In reality you will find that almost all the books in these libraries are very old. The explanation of the high turnover rate is the exchanges. In those library systems where the system of exchanges is used you will find the old stationary stock, not subjected to discarding, on the shelves, while the current exchanges are to be found on revolving book-racks or on display stands. It is only the recent books that are borrowed and exchanged. Hence the misleading figures. If you then look at the loan per adult you will find that there is not always a connection between a large number of additions and many loans.

Active users

The measure for active users has puzzled us somewhat as well. When measuring this we have had many protests from the library staff. One does not believe that the number of users at one specific measuring can give any idea of the percentage of the population that really are users. There has also been protests against the amount of work involved in measuring this. But I belive that the measure can be used. It is possible that you must make two measurings in one year in order to get a statistically more reliable figure. Everybody involved in the measurings has wondered if you can get a figure applicable on a whole year, based on this measure. We have not found a method and the question is if this figure does not tell you as much as one applicable on a calender year. The important thing here as with other measurings, is that you repeat them every year in order to make a comparison over time and to find out whether the number of users is increasing or decreasing. It is equally important to compare different library units.

The result is somewhat depressing - if we have understood the measure correctly. In Sweden we usually say that between 25% and 30% of the population are library users. We base this on user surveys. Our measurings have given us a much smaller percentage. Only at a few libraries have we got a figure close to 25%. What is clearly apparent is that the percentage of users that are children is much higher than the percentage of adults. In particular this is true of those branch libraries that also are school libraries.There the percentage of users being children often is 50% or more. I consider it to be of great value to get information of circumstances like these.

Conclusion and how to go on

We have not carried out all the measurings that Nick Moore describes in his paper. Apart from those mentioned above we have also measured the accessibility, requests and reservations, staff resources and opening hours.

The measure for the accessibility I have discussed in the first part of my presentation, but concerning the other measures we have not had any methodological problems.

Nick Moore says that the measurings must be simple to do and not take too much time, otherwise they will not be done. No doubt that

Conclusion and how to go on

We have not carried out all the measurings that Nick Moore describes in his paper. Apart from those mentioned above we have also measured the accessibility, requests and reservations, staff resources and opening hours.

The measure for the accessibility I have discussed in the first part of my presentation, but concerning the other measures we have not had any methodological problems.

Nick Moore says that the measurings must be simple to do and not take too much time, otherwise they will not be done. No doubt that is true. But the measurings are not all that easy to do, as you would believe when you first read about them. Some basic figures for the measures already exists e.g. loan per capita, the number of additions but to count the bookstock and above all to check the publishing year takes a lot of time, as does the counting of books on loan and users. We met with opposition when asking the staff to carry out these measurings. It is not so easy to understand the actual calculations. People have also been suspicious of them. They have not believed that the measures really can show actual performance results.

But we who have worked with these measures for a year have been convinced of their value. We will go on and develop them to suit the Swedish libraries. We are hoping to get the support of the National Council for Cultural Affairs as well as of the Swedish Library Association, among other things in arranging conferences where the measurings can be discussed. To get these measurings to be a natural part of the service follow-up will most certainly require an intensive marketing. I would also welcome librarians from other countries to an international conference. Perhaps this would be of interest to e.g. The Anglo-Scandinavian Conference? There England and the Nordic Countries, having similar conditions, could continue to develop these methods.

IFLA

Section Public Libraries

147-PUB-7-E

SYSTEM CHANGE - MODEL CHANGE

by
Jenő KISS
Metropolitan Ervin Szabó Library
Budapest, Hungary

IR053479

For internal use only:
Meeting No: 114
I: yes/no

The broadest objectives of public libraries /summarized e.g. by the Unesco Public Library Manifesto/ are valid for the whole of the world. The way how they are realized varies with countries, depending on conditions, cultural traditions, the social system and a number of other factors. This recognition is reflected by such documents as IFLA's Guidelines for public libraries [1/] or Nick Moore's draft entitled Measuring the performance of public libraries. The latter one aims at making the performance of public libraries measurable, at comparing either the simultaneous performance of various libraries, or the performance of the same library in various periods of time. The practice of public libraries differs not only by countries /what is more, by towns and villages/ but also in time. This change in time is expressed by the shaping of a country's librarianship during history, i.e. its development, its progress.

In Hungary - and I suppose in Eastern Europe in general - in our days public libraries are in a phase of a peculiar transformation, together with the whole society. The reasons lie in the far-reaching and radical change which is transforming economy, society, politics, culture, the whole life of the country. The social system, which used to be named socialist, is giving up its place to a pluralist, parliamentary democracy - during a seemingly simple and unexpectedly easy, but in fact hard and painful delivery. What kind of changes do take place in public libraries in the course of this transformation? How is today's Hungarian public library different from yesterday's? Can the features of this change be grasped

by the participants of this process? We could put some more questions but it is time to answer these ones.

The system of public libraries established in the last 40 years in Hungary conformed to the social system that had created it. Although it was called, we called it socialist librarianship, for the onlooker it did not much differ from similar Western European, Scandinavian or North American libraries /perhaps some decades earlier/.

Similarity was based on that also the socialist cultural policy had a library image with the classical educational function being rooted in enlightenment. It was the institution-oriented library philosophy, as Arthur Jones called the library image of the Great Britain of the 30's.[2/] Our libraries were not, of course, as liberal as their Anglo-Saxon originals. The literature allowed into libraries /or published in the country/ was considerably filtered on ideological grounds, and in services only methods adjusted to the aims of social education could spread.

However, from the 60's rigour has step by step eased off, book publishing and book imports have been liberated and, as a result, all or almost all significant works of art of Hungarian and world literature have become accessible in Hungarian public libraries. Still enough works of art remained under an embargo for the intelligentsia to feel that they are isolated from the world, that they cannot participate in the world development of science or art, or, that their political orientation was left one-sided, especially if they could read only in Hungarian. All this could be felt in a similar way among masses, the wide circle of public library users.

From the second half of the 50's Hungarian librarians - from specialist literature, unfolding international relations, and last but not least cooperation within the framework of IFLA - were taking over and integrating into Hungarian practice all those solutions and methods which had been created by the well-developed public libraries of our age /open-access storage, collection and provision of audiovisual materials, community information services, planning of up-to-date library buildings and equipment etc./. This process continued and intensified during the 60's and 70's. Thanks to this and to the "tolerating", relatively liberal Hungarian cultural policy the best Hungarian public libraries do not significantly differ from their Western European counterparts, as regards their philosophy, methods and relations with users - if we may make such generalizations at all /well, in European countries too there are library models considerably differing from each other/.

The differences - in addition to the aspects mentioned - can be attributed to the lack of adequate financial preconditions. The picture is, however, rather differentiated in this sense too - especially if we look back from today's situation. The social system, which is giving up its place to the next one in our days, has considered libraries an organic part of its educational-ideological arsenal, and provided for their operation, maintenance. Libraries had their well-defined place in the system of cultural institutions /not the most elegant one but stable and permanent/, and they could claim to a corresponding financial provision.

what is more, they could rely on it with rather more than less certainty. Maintenance has been provided for by the state, at the start through its central organs, in the latest decades in an increasingly decentralised way, by allocating the required sum to the budget of local organs. It was how the minimum costs of operation have been covered everywhere. An even niveau could thus be reached, which could, however, not provide for the accomplishment of adequate quality or e.g. the application of modern technology /computerization/. In some places there were deviations from this niveau, a library of "European" scale was built, computerization could be afforded. It was mostly due to the understanding, ambitions of local authorities /of towns, counties/ and librarian competence.

And something else where there is a major difference between the two types of public libraries, the socialist and - let's call it - the Western European type. The system of public libraries in Hungary has adjusted itself rather rigidly to administrative hierarchy and has not been built on the cooperation of equal partners. This hierarchical structure did not serve effectively enough the linkage to the maintaining community. It made libraries to listen "upwards", and thus, willy-nilly, counteracted the organic integration of libraries, organized originally from above and outside, into the life of the community using them.

The system change of our days, which has been already referred to a number of times, takes place amidst a severe economic crisis, which is accompanied by a general crisis of cultural values. It would be easier to describe - but

not to live through! - the state of the art of Hungarian public libraries, if we had to characterize nothing else, "just" the financial failure resulting from the economic crisis. But this is not only the case, a model change is taking place simultaneously, it must take place in Hungarian public libraries.

The economic crisis had as a consequence that the government and local authorities can in an ever decreasing degree provide for the operation of libraries. Maintenance, acquisition costs and salaries cannot keep pace with inflation, with the price rises. The obligatory model of the socialist library has been abolished, but at the same time the minimum of financial security disappeared as well. The law-decree of 1976, making the maintenance of public libraries the duty of councils, is still in force, but the quality and standards of supply are formulated just in the recommendations of the Ministry of Culture. The draft of the law on self-government to be submitted before the parliament in these days is going to provide even less guidance. It recommends that local governments are obliged to provide for just basic cultural supply /practically for elementary education/. If the parliament accepts this, the willingness of local authorities to maintain libraries will depend expressly on their possibilities, considerations, intentions and first of all on whether libraries can prove that they are indispensable.

This relationship is evident and natural for our British and Swedish colleagues, but not so much obvious for Hungarian librarians. Not that they have not had to care till now for

use, for users' opinions and satisfaction. But yes, it all counted, but this relationship between coming up to expectations and maintaining authorities' philosophy was realized too far away from them, somewhere high above. Formerly it was the party, the ministry, the council who imposed, determined what should be fulfilled by libraries /and we would ly if we said that these targets had nothing to do with user needs/. There are no such stipulations any more. If, however, a library does not justify that it exists and is in demand in everyday practice, it will be inevitably defeated among the cultural, educational, health and other community organizations competing for the money of local authorities.

The model change has been stimulated by not just the economic pressure. The development of the community-oriented library /here I refer to Arthur Jones again/ has been facilitated by the same factors /changed social demand, the obsolescence of previous methods, the appearance of newer and newer media/ here as in other European countries. This model change is not easy, although many stimulating factors may demand it. The main obstacle is the librarian insisting on his/her customs, whose all experience, knowledge and practice contradicts the new model. I remember the hard and heated professional debates we conducted in 1985-86 when we, relying on British and German examples /alternative arrangement and dreigeteilte Bibliothek/, broke with the model of the educating library and started to set up libraries which aimed at complying with user needs, adjusting their collections, processing activities and services to the current needs of real /and

potential/ users. Today - stimulated among others by the economic pressure mentioned - libraries strive more frequently to reform their practice and system of services, but - although we have never given up the taste-ennobling, culture-spreading tasks of libraries - we are even today often accused of without principles serving consumers, that this new-type library is more of a supermarket than the church of culture.

The establishment and operation of the new model is undoubtedly made difficult by the lack of necessary library and not only library infrastructure /telephone lines, computers, cheap possibilities for copying etc./ It would make it easier for the whole library system to cooperate, so that the smallest library or the library aiming at locally meeting just basic needs could draw on the wealth of information available in the system. These deficiencies are all the more discouraging as librarians are not only aware that there would be a great need now for the dissemination of cultural values, and the lack of preconditions prevents them from doing so, but, at the same time, they also see that a good many new publications, formerly prohibited books, a variety of journals are issued /the flow, of course, like flood carries along a lot of dirt/, while less and less money is available for their acquisition.

The hierarchical structure of public administration, on which librarianship too is built, will collapse during social changes as many other things do. This itself would make no trouble, what is more, may be of advantage by strengthening local governments and, we hope, the development of libraries as well. At the same time we have got much to lose too.

During transformation those possibilities may be lost /or at least their maintenance may be questioned/ which were provided by larger libraries with central responsibilities /e.g. county libraries/ for the smaller ones. Another problem is that now that we have the opportunity to develop the self-government of librarianship, Hungarian libraries, their managers have not got the necessary practice, they have difficulties in finding the adequate forms.

The importance of measuring library performance is growing in these circumstances, under the influence of the changes. The principles described by Nick Moore are really system-neutral, may serve as tools of administration, management in libraries of various types, while putting into practice different library models. In today's Hungary the methods and solutions he suggested can be well used, if we wish to investigate or demonstrate the effective use of resources, or the extent to which a library was meeting needs within the community it serves. As a consequence of the library model change and economic pressure this kind of analysis has become almost an everyday need. Formerly we had to prove the library's effectiveness for the maintaining authority and the supreme authority. Today we must do the same directly for our users. Formerly the satisfaction of those in charge, today that of our users is the most important feedback to our work.

The methods described in the draft serve as a starting point for the investigation of a variety of issues. If we wish to make a deeper analysis, the aspects suggested must be combined and the methods enriched and complemented. Let

me now illustrate what I mean by two examples from the practice of the library I work in.

When - as I mentioned - we started to adapt the user-oriented library model in the mid-80's, relying on British and German examples, we wanted to learn of readers' reactions. In addition to direct experience, to everyday opinions in words we investigated reception by sociological methods. We have drawn on circulation records and interviews with users, we made comparisons and analysed the stock. Combined methods of analysis have given us a reliable picture of user reception, which was, we must say, favourable.[3/]

Nick Moore too refers to the relation of the central library and the branches, and to the integration of their functions being a specific problem in large systems with many units. Budapest's library system is made up of 98 units which are centrally directed and maintained /at least at this moment/, and are grouped around a main library in each of the 22 districts. The economic utilization of manpower, its proportionate distribution among districts in accordance with performance /and its re-distribution at times/ is a recurring task of our managerial work. To be just, IFLA standards or the staff number models elaborated with their help are not satisfactory. In addition to the number of inhabitants to be provided for, to the number of readers per librarian we take a lot of other factors into consideration. E.g. the degree of differentiation of the services in the district's main library and the branch libraries /opening hours, services for adults and children, special collections,

reading room, music department, number of branches/, as well as the number of visitors and materials borrowed.

For a more flexible distribution we calculate in work hours /the total number of work hours per month, the hours spent on reader services etc./, but we "convert" them into a full-time or part-time professional librarian or a library technician. This analysis serves every 2-3 years the just distribution of manpower, proportionate to the tasks, so we have elaborated a simplified method relying on most important indices.

We compared the number of visitors and materials issued per one hour of librarians' work time in the library analysed and the average in our library system. This method enables a rapid and illustrative comparison. Still, we found that for a deeper analysis, for the consideration of "qualitative" factors the former comparison covering some types of indices and its "descriptive" survey are necessary. I need not say, I think, that the "result" received in this way is not always to the taste of the persons affected.

Notes:

1./ IFLA Guidelines for public libraries. 3. ed. München-New York-London-Paris, Saur 1986. 91 p.

2./ Jones, Arthur: Guidelines for public libraries, their formulation and use. Paper at the IFLA seminar, Hungary 1989. 11 p.

3./ Barczi Zsuzsa: Egy kisérlet végén, a gyakorlat elején. A családi könyvtárak olvasói fogadtatása. /At the end of an experiment, at the start of the practice. User reception of "family libraries"./ Budapest, Fővárosi Szabó Ervin Könyvtár 1989. 110 p. /in Hungarian/

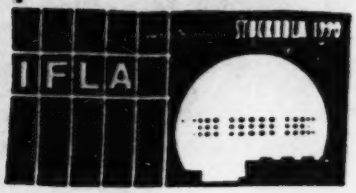
Abstract

In Hungary in 1989-90 the whole social and economic system is undergoing a change. It does not leave unaffected libraries either. Public libraries have got into new circumstances.

The developing new library model serves at the same time the correspondence to modified conditions and the re-interpretation of the functions of libraries, it changes the methods of their operation.

The paper reviews this process analysing the significance of performance measurement in this situation.

IFLA GENERAL CONFERENCE STOCKHOLM 1990



Section of Children's libraries

130-CHILD-2-E

MISSION POSSIBLE:
about children's libraries and cooperation between public libraries and schools in Sweden.

Malin Koldenius
Örebro

IR053479

For internal use only:
Meeting No: 142
I: yes/no

ÖREBRO LÄNSBIBLIOTEK

Postadress: Box 310 10, 701 35 ÖREBRO Telefon: 019 - 15 41 00 Telefax: 019 - 15 41 62

130-CHILD-2-E.

TELEFAX

Till: IFLA – PAPERS

Från: Malin Koldenius, Örebro

Datum: 900806

Antal sidor inkl detta blad: 4

This paper is to be held on Children's Library section on Wednesday 22.8. It's one of the four scandinavian speakers on point 142 in the "draft schedule and programme in summary"

Malin Koldenius : MISSION POSSIBLE
Örebro

Malin Kolbenius
Sweden

MISSION POSSIBLE:
about children's libraries and cooperation between public libraries and schools in Sweden.

1. General background:
Country and population

Sweden is a small country in the world but the fourth largest country in Europe. About 80 % of the population live in urbanized areas.
Sweden has a population of 8,4 million and 20 % of them are children from 0 to 16 years of age. We still have a low birth rate. During the last decades more than 600.000 immigrants mostly from neighbouring Scandinavian countries account for more than half of the population growth.

2. Public and school libraries

Municipal autonomy is a tradition in Sweden. The 284 municipalities have independent power of taxation and a lot of matters of public policy to decide for themselves.
The responsability of libraries is on the local government but for education it's shared between the national and the local governments with an increasing importance given to municipalities.
All costs for school libraries and 97 % of the costs for public libraries are met by municipal authorities.

In each of the 284 municipalities there are head libraries as well as 1575 branch libraries of various kinds, for example combined public and school libraries. Mobiles, buses and cars,are also frequent.

There are about 4000 schools and the Swedish Education Ordinance makes school libraries compulsory.
It says that schools "must have a library and other equipment needed for adequate and up to date education".

Malin Kolderup
Sweden

3. The staff

Public libraries have trained librarians and today there are about 500 children's librarians mostly working in public libraries and in big cities.
Some of them, a growing amount, work in school libraries. It's most usual in the senior high schools to have trained librarians.
During my own time as a librarian it has been a remarkable development. In a region in the early 70ties we had one trained librarian working as children's librarian. Today there are children's librarians in all ten municipalities of the region as well as in some schools. From one person to fifteen in two decades!

In the school libraries on lower grades teachers most often work as librarians. They have very little time and almost no training for the task. That means that other teachers are wanting library training as well.

4. The objectives

Even if swedish municipalities decide a lot for themselves there is a National Curriculum for schools and a Guiding Principal for swedish cultural policy.
These two guidelines are frequently used for argumentation, often in budget work both in schools and public libraries.
Especially the school curriculum states that schools should cooperate with public libraries.
And public libraries do - referring to the points in the guiding principal that says that cultural policy shall

- be designed with regards to the experiences and needs of disadvantaged groups
- counteract the negative effects of commersialism in the cultural sphere

Malin Koldenius
Sweden

5 The mission

All public libraries are giving service to children and most of them to adults concerning children such as parents, child welfare-, preeschool- and school personnel. You can study the child welfare-programmes in the exhibition!

There are media for children, literature, story telling hours, dias, music cassettes, talking books and so on everywhere.
The public libraries and especially children's librarians in Sweden work very creatively in schools since the 70ties.
The first advance towards schools was trying to get in contact with interested teachers and be invited to talk about books in the classrooms.
The second step, sometimes it was taken at the same time, was to invite classes to library hours to learn about libraries and more about books.
Today there is a tendenscy of librarians trying to get in closer contact with the teachers.
With headmasters and other principles of schools, with single teachers, with groups of teachers, with all teachers in a school - because they are so important!
If teachers are not interested in Literature, if they don't read and tell, we think that the librarians work is undone - it's mission impossible!

That is why swedish public librarians from now on in the first place must work with teachers and other school staff.
Because it is TOGETHER we can make the mission possible:

- to tell
- to read
- to write
- to dramatize
- to stimulate
- to influence
- to inspire
- to create

THE LITERARY POSSIBILITY TO CHILDREN AND YOUNG PEOPLE

IFLA GENERAL CONFERENCE STOCKHOLM 1990

Division: Libraries Serving the General Public

Section/RT: Children's Libraries

117-CHILD-1-E

Cooperation between public and school libraries in Norway.

by

Ellen ØYNO
Library Adviser
Norwegian Directorate for Public and School Libraries
Oslo, Norway

IR 053 479

For internal use only:

Meeting No: 142

SI: ~~yes~~/no

ABSTRACT

Ellen Øyno

COOPERATION BETWEEN PUBLIC AND SCHOOL LIBRARIES IN NORWAY

The cooperation between public libraries and school libraries in primary and lower secondary schools in Norway as it has been formalized by new acts during the last four years. What is the intention of the new laws and how far have we come by 1990?

COOPERATION BETWEEN PUBLIC AND SCHOOL LIBRARIES IN NORWAY

"The cooperation between public libraries and school libraries in primary and lower secondary schools in Norway as it has been formalized by new acts during the last four years". What is the intention of the new laws and how far have we come by 1990?

Public library service

In Norway the general library system consists of 20 county libraries, 446 municipal or main libraries with branches(approximately 1300 public library units)

The Norwegian school library system was first legislated in the Library Act of 1947. The school library system was traditionally the only place children could borrow books, especially in the rural areas. The purpose of the school library was to play both a pedagogical and a cultural role. The school library economy was based on municipal and state grants, but generally had low funding (in 1985 1/3 book pr. student).

Legislative reforms

The 1980's have brought adminstrative and legislative reforms to

the libraries of Norway. - The Public Libary Act of 1985 states that all municipalities shall have a professionally qualified head librarian. However the Libary Act excluded the school library, which was transfered to the Education Act. To compensate for this, the Libary Act has a new section 6 reading:

> "Cooperation with schools. Cooperation with school libraries in the municipality shall be ensured by means of agreements, and by placing the professional expertise of the public library at the disposal of the school authorities in the municipality. The Ministry shall issue recomended guidelines for such cooperation"

The Act concerning primary and lower secondary education has a corresponding section §10.2 :

> "All schools shall have the necessary furniture and teaching aids. The Ministry issues guidelines. The schools shall have a library and a person who is responsible for the library service. The school library shall have both a pedagogical and a general cultural function and must have permanently established cooperation with the public library in the municipality"

The public library and the school library have previously voluntarily cooperated in many places. However from 1986 they have to cooperate.

Guidelines for cooperation between public and school libraries have been drafted by a working committee, with representatives from The Directorate for Public and School Libraries and the National Council for Primary and Lower Secondary Education and issued by the Ministries. The guidelines are based both on the requirements laid down in the law, and on the results of different cooperation-projects that have been carried out. The guidelines were publised in 1987.

If two organizations are going to cooperate it is of vital importance that they know the purpose for cooperation, and have the same objectives. In this case the purpose and objectives are

- to give children the best possible library service based on quality, actuality and variety.

- to coordinate the optimal use of municipal resources

The guidelines suggest that each municipality points out a liasion or a coordinating committee which is responsible for the cooperative agreement that the laws demand. Adminstration and staff from both the public library and the school library ought to be represented in this committee.

What has happened since the laws and guidelines came into force?

As the Acts were passed at the end of December 1985, in which the guidelines were said to follow, very few public libraries and school libraries started the formal cooperation right away.

The total library services to children must be based on the plan for the public library services to children as well as the plan for the school library service in the municipality. This total plan can:

- point out sectors for joint activities and make plans for these activities.
- coordinate resources introduce practical exchange of information, etc.

In March 1989 the Norwegian Directorate for Public and School libraries sent a questionnaire to the municipalities, asking if they had a liasion comittee. Did they work on a cooperation-agreement? Was the agreement confirmed by the authorities ?

The result of the questionnaire showed that the legislation of cooperation did not work its wonder overnight. 46 municipalities answered that agreements had been passed. They enclosed their agreements, and we could see that they had agreed upon all the theories that we find in the guidelines. Very few had pointed out specific activities in which they would collaborate. 102 municipalities had appointed a liasion committe working with plans for cooperation.

In 1989 1/4 of the municipalities had started working on the cooperation agreement. The official reports in 1990 shows that 90 agreements have been confirmed. That is 20% of the Norwegian municipalities.

The intention of the acts has been to give the children more books and better service by trained staff. The laws were drafted when the Norwegian economy was strong and the chance of raised funds for both public and school libraries were taken for granted. But things have changed. You can make the best of plans and have the best intentions, but when it comes to the cost of the plans, the climate has changed.

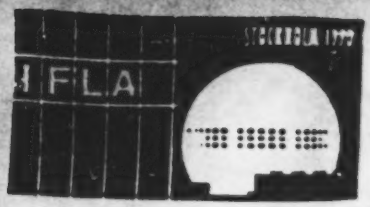
Our advise to the municipalities have lately been:

- organize a liasion committee to make plans and
- list the joint activities you have allready (what you are doing does not cost additional money)

- Formalize your joint activities in an agreement and have the agreement revised every year, so that the results of new plans can be added.

The future for the cooperation ?

The legislative framework is good, and it is now all up to the different municipalities to work out good agreements and support the cooperative work. The differences between the municipalities are being more and more visual. If we are going to obtain our objectives it is important that the municipal authorities are willing to give library services to children priority.



Children's libraries

160-CHILD-3-E

MY EXPERIENCE AS A STUDENT OF LIBRARIANSHIP IN FINLAND _, WHAT DOES IT HAS TO DO WITH MY FUTURE AS A LIBRARIAN IN MY COUNTRY.

BY:

HAMALWA HENOCK N.

IR 053479

internal use only:
ting No: 142
yes/no

MY EXPERIENCE AS A STUDENT OF LIBRARIANSHIP IN FINLAND, WHAT DOES IT HAS TO DO WITH MY FUTURE AS A LIBRARIAN IN MY COUNTRY.

ABSTRACT:

This paper discusses my future task as a librarian in my country, deal with the role of a libraries. First the needs of libraries and library education, defined the subjects which the librarian must go through during his/her training programmes. This deals with the right kinds of librarians, the services provided by librarians within the community/society, librarians needs guidence as to the options open to them, and practices which has been found effective elsewhere. This include the personality traits of librarians, the job of librarians what to do to help pupils/students become good readers. The paper also discuss the historical and philosophical stance of libraries in the African contex. The discussion touch also to the children,s library, how to build the nation for tomorrow. I will discuss also the function in a library, when books comes to the library what to do? in order to be found by the users. I discussed also the methods how to get a book ready for loan as well as the aivantages of the classification.

INTRODUCTION:

In my introduction I would like to give a brief history about library and information service in the African context. Library and information services are social institutions and in the African context,modern library and information services are historically part of the colonial heritage, usually the by products of modern education(particular higher education) and social, technical and scientific research and the demands of modern bureaucracies. In the context of nations such as those in Africa, the importance of library and information services are seen to derive from the crucial role of information and commmunication in the modern processes. Libraries, it is generally held, have a tremendous potential for advancing the pace of development. They are the storehouses of humanistic, scientific and technological knowledge and the repository of the wisdom of generations and civilizations. Besides, in their information role, they are said to be dynamic agencies for actively communicating and transmitting knowledge and by so doing forstering the creation of new ideas and advancing the process of innovation.

A number of countries also set up national libraries as apex institution: charged with the task of collecting and documenting the national biblio_ graphic output. Most,if not all the countries under consideration established public libraries, some in earlier days eguipped with book_ mobiles to stretch their services beyond the few urban centres where

they were invariable located. It is important to notethat the philosophy which informed this transplantation of the library and information services in Africa have been those taught in the library schools in Europe and America where the bulk of the practicing library personeel were trained. The some philosophy continue in large measure to permeate the curricula of the library schools which have since been established in a number of African countries.

The standard of living of Africa,s people, and the national economies of virtually all African countries have been deteriorated badly during 1980s. This dismal economic situation has had a particularly deleterious effect on library and information services which we shall see need foreign exchange for the importation of practically all its resources from abroad, are not income generating and rely entirely on critically short public funding. However, although the ecomic situation is the predisposing cause of the present crisis in library and information services in Africa, other more fundamental reasons are to be founf in the way the services have developed., over the years and their relations to their internal and external environments

MY FUTURE TASK AS A LIBRARIAN IN MY COUNTRY:

I have a very keen interest on development issues concerning libraries because in my country we have very, very few libraries. Some people they don,t know what a [illegible] library is, for them to hear someone talking about library is a lion. Therefore, we have a need and I know this is something I am bounding to face after finnished my studies. So,now I want to make use of the time while I am still around the

academic circle to familiarized myself with situations which I am likely to face in the nearly future. It is good time to learn from history of other libraries, how they develop,and what kind of problems they had, how they solved them, also to learn about their successes as well as failures, sothat we may avoid mistakes already done by others or may be we can simply associate their models if we find them suitable to us. As far as I understand my duty as a librarian, I have a big task to full_ fill. I am very keen for the day of tomorrow. What to do then? We have to do something for the nation. This is our task to clean the road.

As I already stated categorically clearly from the beginning that we have few libraries I am ready after my studies to established libraries for example Public library as well as children library, Libraries will make a decision as to which activities for children should be started and so on. Programs will be made about working methods and special courses and workshop about children,s librarianship, including children,s literature and work with children. The children,s library division/ section will be stimulated to organise conference, meetings as well as study tours/ workshop to publish some booklets on children,s literature and libraries, also to produce some kind of a handbook for children,s librarians and so on. Special arrangement will be done for the handicapped children. For them the librarians in children,s libraries need special skills, mostly a lot of time for communication.

If children are taught to respect and care for books,to use them purposefully,and to appreciate good literature, they be the ones, as tomorrow,s adults, to compaign for further library development. Courses in school librarianship will be made available for all trainees teachers, and in _ service courses will be held regularly. Almost every country is trying to rise up children,s fund for children,s libraries, in order to prepare a good future and living for the children. The children,s library can

become and real trully livelly stimulating place, in which activities of various kinds will be a source of cultural inspiration. The aims and objectives of children,s libraries is to bring up the child in a good spirits of learning a person for knowledgeble and experiences in all the fields. A person who will be taking part in rulling the nation for tomorrow. The child,s mind is an empty vessel into which information is poured through some combination of experience, either by instructions and practice.The library is the place where much of the information that needs to fill the child,s mind resides. Library is the place where the child gets information and leaves something like a supermarkets.

Special considerations must be given to those routines matters of administration and organization which affect the efficiently running of any library, to see what modifications are necessary or justification to meet the needs of each and every child. A librarian in children,s library,should take care and look for a reasonable standard of behaviour by use of the library. Apart from childrens library the public library provide and service materials for enlarging the mind and dispelling prejudice and ingnorancess. This is clear, that for the overwhelming majority,the quickest and easiest access to the world best thought is through the public library. The professional librarians as well as the pupils in the community has the great responsibilities how the public library should be. The goal and objectives, should derive from many sources example from the librarian,s knowledge of present trends and problems in society, also from his awareness of what goes on, nationally, in education and in cultural and intellectual field, from national and local library leaders, who the background of discussion, observation and experiences

The staff members who are in constant contact with library users should have full right to participate in drawing up a statement of purposes and programs. in this issues we see that the professonal librarians have a great responsible ty set up the programs and organising.

TRAINING.

Without someone to select, organize,interpret and promote the use of library materials they remain a static resource. A librarian should / will have liberal arts college education with a major in one of the academic subjects preferably history or literature with basic courses in science,the social science, and other humanities. The librarian should have a basic knowledge of librarianship and education. The subject she /he must study are bibliography and reference, book selection and organization,and the use of the audiovisual technigue and materials. The librarian will be reguired to know something of the history and philosophy of public education,the psychology of youth,the methods of teaching plus as much else as she /he has time to learn about public school administration.

PERSONALITY TRAITS.

By these I meant the traits that makes a good librarian are basically the same ones that makes a good teacher or a good principle. A good librarian is a person who manages to be so approachable that even the shyest of students will not hesitate to go to her for help. A person who is aggressive enough to go more than half away in establishing relationships with classroom teachers sothat they will be convinced she can help them to assemble appropriate library materials for teaching, a person who possesses the knack of knowing when somebody or a student needs help but is afraid to ask her for it.

A librarian must be a person who is well enough organized to learn how to run a library easily.

WHAT A LIBRARIAN DOES/DO.

The librarian has high responsibility of selecting books and other materials for the library. In addition to selecting the book and other materials, the libr librarian will draw upon his/her special knowledge of bibliography to aguire pamphlets, government documents and other types of materials that make up a rich library collection. From his discussions with pupils on their reading problems, the librarian will learn about gaps in the collection that should be filled. The librarian should work hand in hand with teachers as well as all the pupils in the community. First, the librarian him/herself must be distiguished in personality, education, training and knowleige of books, sothat he/she may win the respect from people. If for example the teachers are proud of their librarians and the work he/she doing, they will convey their enthusiasm to their students, and they will go out of their way to create in the students a sense of pride in the library. This is the first reguirement and on it are based all the other factors for success. As a librarian it is my duty to encourage teachers to recommend good books to students. Bring to the teachers attention books that might not be known to them, sees to it that in each classroom there is a book truck of library materials to supplement the teachers work. It is my duty to persuade people in the community to go to library. As a librarian try to arrange the library sothat it is physically attractive, administer it sothat rules do not stand in the way of the reader,s enjoyment.

Pupils within the community will be educated how to use the library collection. Photocopying services will be offered at the charging desk to expedite the use of library materials that should not be taken from the library such as refe_ rence books, and the like.

FUNCTION IN THE LIBRARY.

The collection is the basis of the functions in a library. The collection consists of the beares of knowledge, of books, periodicals and other materials in a library. The collection must be increased by aguiring more materials to it, but we must also discard(withdraw) materials which are too old(sothat they consists information that is not more competent) and other useless materials, sothat the collection keeps serviceable.

We will establish some kind of factories where we can publishing our materials. Some materials will be ordered from abroad in order to maintain our collection. So, when the books comes to the we must first compose an accessions catalogue (accession register) of them. This can be a book form or it can be a card index. We will give to every book an accession number sothat we can identify every book we have. We will also put a library stamp to books, usually on the title page. The accession number will also be written on the title page, and so on.

The books in the library must be kept in order sothat it is easy to find just that book which is wanted. Also the catalogues must be kept up to date. In catalogues we must have information of all books the library has. Librarians tell the users how they can find books and advice the users to use the card_ indexes and help them in searching materials or in searching certain information which can befound insome books or periodicals. We must remember that the main purpose of libraries is that the users get the book or information which is needed. It is important to try to find an answer to every guestion and reguest.

8.

THE METHOD TO GET A BOOK READY FOR OAN.

In the library we must keep books in such an order that we know where on the shelves certain kind of books are. To reach this situation, we must define the contents of the book and make description of abook. Defining the contents of a book means that we must classificate it, we must determine into which class the book belongs. The class together with the entry word which is determined which cataloguing, are(the adress) of a book, according to which is easy to find the bokk.

CLASSIFICATION.

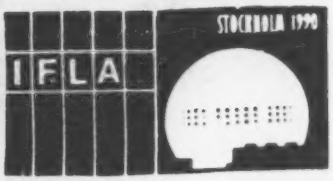
Classification is a scheme for arrangement of books and other materials in a logical ~~seq~~ scquence according to subject or form. It identifies each class by symbols called notation, also called class mark, these go on the backs of the books,and so establish shelf order,they also go on the catalogue cards,sothat a reader may be guide where the book he desire is to be found. With : classification we make groups about books. We put in same group, class, books which deals with same subjects and so on.

CONCLUSION:

I am very much deeply concern with my future task as a librarian, I am still asking myself if I am real enough to be a librarian,what can I do in the mean time? This is the right time to educate myself while I am still around the acalemic circles,because every single mistake I will happen to do I will stand for it. What I am gaining from this conference it means

something to my studies and to my future being as a librarian. My country needs my skills, I have a great task in front of me to be fulfil. I am also keen to bring up here that we are going to organise some kind of programmes of libraies project all over the country, to establish many libraries as much as possible, and to collect materials sothat every one who is seeking for information should get according to his/her needs.

IFLA GENERAL CONFERENCE STOCKHOLM 1990



Division: Libraries Serving the General Public

Section/RT: Children's Literature Documentation Centres

108-DOCCHIL-2-E

DOCUMENTING AFRICAN CHILDREN'S LITERATURE

By

Virginia W. DIKE
Children's Centre Library
University of Nigeria

Nsukka
Nigeria

IR053479

For internal use only:

Meeting No: 126

SI: ~~yes~~/no

in 1977. It is interesting to note that of the 22 books on that list, only 2 were Nigerian. Ten were from other African countries (4 from Ghana, 4 from East Africa, 2 from Zambia), while the remaining 10 were American or British books portraying African folktales or daily life. It was immediately felt that we should take the project a step further and collect books for display, and that these might form the basis for a small library.

Within a few months, the women found a small room to use as a temporary library and obtained ₦300.00 (the equivalent of $500 in those days, now only worth about $30) to buy books. An exhibition of African children's books featured at the opening.

As early as 1981, it was suggested that the library should include a research collection of African children's books, and the Guidelines for Collection Development adopted in 1982 incorporated this feature:

> A reference collection of African children's literature will be developed by acquiring a second copy of each title in this category... Since African children's literature is still in its infancy, the Children's Centre Library is in an ideal position to begin a comprehensive collection of such works.

The rest of the paper will record our attempts to document African children's literature and some of the limitations we have faced. At present our research collection has about 600 titles, of which approximately:

10% are for preschool and junior primary (ages 3-8)

70% are for upper primary and junior secondary (ages 9-13), and

20% are for senior secondary (14+).

These percentages reflect the titles available for various age groups and the serious lack of books for young children. The great majority are Nigerian, with a significant number from Kenya and a handful from Ghana and other West African countries. The collection is far from complete for two reasons. First, and happily in one sense, the number of titles is now beyond what we can acquire with our meager funds, and secondly, we have had difficulties finding out about and obtaining many titles, especially those from other African countries but also many from Nigeria. I will now therefore turn to the extent and bibliographic control of African children's literature.

African Children's Literature

African children's literature in written form is a recent development, a phenomenon of the last 30 years. Nancy Schmidt has linked the development of children's literature "written by African authors, illustrated by African artists and published in Africa for African children" to the independence of Ghana in 1957, followed by that of many other countries in the next few years.[1] Prior to that, children were exposed to the various traditions of oral literature, some types of which were particularly for children. And the beginning of Western - type education in the late nineteenth century brought the appearance of a few supplementary readers written by missionaries and books published overseas for use in African schools. But, by and large, creative African children's literature is a development of the last thirty years. Its growth has been rapid; according to Nancy Schmidt, "the production of children's materials is the most rapidly growing segment of the African publishing industry"[2].

Between 1975 and 1983 there was a threefold increase in the publication of children's books outside of textbooks. The 1983 edition of African Books in Print lists over 600 titles of children's literature and the number has continued to increase since then. Still, the total output is small and there have been discouraging setbacks in recent years. The number of titles in certain categories is especially inadequate. In Nigeria, for instance, there are still only a handful of picture books, nonfiction topic books, and children's books in Nigerian languages.

The most comprehensive listing of African children's books can be found in African Books in Print, 3rd edition, edited by HansZell (London: Mansell, 1983). This can be updated by reference to the African Book Publishing Record, also edited by Hans Zell, a quarterly publication containing articles, reports, book reviews, and listings of new titles. Both of these are based on voluntary submissions by the publishers and are therefore, incomplete; however, they give a good overall picture of the situation. The 1983 edition of African Books in Print listed over 600 titles of children's literature in English and French. The listing reveals that a few countries produce most of the titles, a pattern that has continued in the years since 1983, although production has declined in some of these. The following table based on the 1983 edition of African Books in Print and the 1986, 1987, and 1988 issues of the African Book Publishing Record demonstrates the point:

Table 1 - African Children's Books by Country

Country	No. of Titles A.B.I.P, 1983	New Publications:ABPR 1986	1987	1988
English language				
Nigeria	210	17	7	7
Kenya	156	6	2	2
Ghana	81	-	16	11
South Africa	52	18	34	28
Zimbabwe	16	4	13	12
Zambia	10	-	-	5
Other	10	1	1	4
French language				
Ivory Coast	38	5	1	2
Senegal	28	-	-	1
Other	10	4	2	1
Total	613	55	76	73

Titles in African languages are listed under the language, in a category including school books, readers, and children's literature. It is not possible to give the exact number of children's literature titles, but a look at the listings under various languages will reveal that the great majority are school books. For instance, of the 45 Igbo language books listed in this category in ABIP 1983, 39 are textbooks, most of them graded language courses, while 6 are possibly children's literature. This is the typical pattern, although there is a greater variety of children's books in several languages, such as Swahili, Yoruba, and Shona.

While the above listings give an indication of quantity, for other details, such as the type of book and age level, we must turn to other sources. Our library has used a number of sources in locating titles. There have been several bibliographies of African children's literature. An early listing of English language books was done by Nancy Schmidt in her Children's Fiction about Africa in English (Owerri:

Conch, 1981) and Supplement to Children's Books on Africa and their Authors (N.Y: Africana, 1979). A most useful and recent guide to African children's books in French is Less Livres Africains Pour la Jeunesse: Catalogue des Editions en Francais, an issue of Le Bulletin de La Joie Par Less Livres. (No. 1-Juin 1989). This includes annotated entries for about 100 titles. Publishers' catalogues are another useful listing of titles, which our library has used to obtain books from Nigeria, Ghana and Kenya.

There is also a growing body of criticism of African children's literature. Two recent overviews are those by Nancy Schmidt, referred to above, and Mabel Segun, both published in the African Book Publishing Record.[3] There are also articles and books on the children's literature of certain countries and of various types, i.e. picture books, adventure stories, youth literature. The proceedings of conferences and workshops are another valuable source: examples are the 4th Zimbabwe International Book Fair, 1987 on Children's Literature in Africa and the Third World", and the "Seminar on Creative Writing and Publishing for children in Africa Today" held in Sierra Leone in 1983. An increasing number of theses and research projects are being written on children's literature, several of which have used the resources of our library.

Information on books is also obtained by searching the market, browsing in bookshops and attending bookfairs and exhibitions in local publications, often not listed in written sources, can sometimes be found in this way. An added advantage is that many of these titles can be obtained on the spot.

With all these sources of information, why does our collection remain so small and with so many gaps? I have already mentioned the problem of funds. Ours is basically a voluntary organisation, although we have established some links with the University. Our funds come from donations, which cannot go very far with the increasing prices of books. This presents a major problem.

At the same time it is small because the volume of children's books produced in Africa is still small. And in spite of the encouraging developments of the last 20 years, the deteriorating economic situation in many countries threatens further progress. Publishers always laid emphasis on textbooks because of the larger guaranteed market.

But in the early 1980's, in Nigeria for instance, there was a boom in fiction for children and youth and an increase in the variety of other types of children's literature. Moreover, these books were relatively inexpensive and widely available in the market. Today, publishers say that children's literature is a luxury they can no longer afford. Various fiction titles are rarely seen and those seen have doubled or tripled in price. Parents, at the same time, are less and less able to buy even one or two basic textbooks, or even to keep their children in school. All this does not bode well for the continued development of African children's literature.

Our library has also faced a number of problems in obtaining the books. As mentioned earlier, there is inadequate bibliographic control and many titles are not listed in the standard tools. This is particularly true of publications from small indigenous publishers, many of whom are new and barely established.

Secondly, the marketing and distribution of books is generally poor. There are few standard bookshops and few publishers adopt aggressive or innovative techniques in marketing their books. Books are often not distributed beyond their immediate locality. Titles may not be in stock even if one visits the publisher. Inquiries or orders may not be answered. This means that titles we know exist and want for our library may not be easily obtained.

A third problem arises with books from other African countries. In addition to the general problems of marketing and distribution, there is the added problem of foreign exchange. The result is that we have few books from other countries, and most of those were obtained through personal contacts or travel to the source. Cooperative ventures between publishers and exchanges are two possible means of acquiring more titles from outside Nigeria.

Ours is a small collection which requires further development to adequately serve as a documentation centre. The field of African children's literature has expanded rapidly in thirty years, and continues to expand despite the many obstacles. It is our hope that whatever the problems encountered, we will be able to grow with the literature and more adequately serve as a documentation centre for African children's literature.

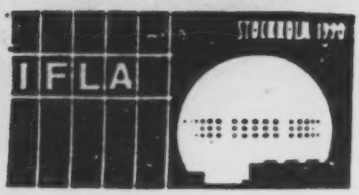
Notes

1. Nancy Schmidt. "4th Zimbabwe International Book Fair, 1987: An Overview of Published African Children's Literature". African Book Publishing Record 13 (1987), p.237.

2. Schmidt, p. 238.

3. Mabel D. Segun. "Current Children's Book Publishing in Africa". African Book Publishing Record 14 (1988), pp.167-172.

IFLA GENERAL CONFERENCE STOCKHOLM 1990



Section of School Libraries

129-SCHOOL-3

COOPERATION BETWEEN THE PUBLIC LIBRARY AND THE SCHOOL LIBRARY

Differences and similarities between the public libraries and school libraries

Jytte Christensen
Chief Children's Librarian
Odense Central Library

IR053479

For internal use only:
Meeting No: 93
MI: yes/no

COOPERATION BETWEEN THE PUBLIC LIBRARY AND THE SCHOOL LIBRARY

Differences and similarities between the public libraries and school libraries

In the good old days - back in the 'fifties, 'sixties and 'seventies, and at the beginning of the 'eighties - we knew what a public library was, what a school library was, and what a scientific library was.

Today, everything is in a state of flux, and we speak of cooperation in an entirely different way. Cooperation as a form of integration, in which one does not represent anything firmly defined. But the libraries still exist as they have always done. The future is something we have just begun to sense.

In this talk I will trace the historical facts and review the legislative basis for the work of the different types of libraries - and tell about the eternal discussion about similarities and differences - about which is best and what is best for children.

The last consideration is unfortunately not always at the centre of the discussion - and shame to say, there are not many who speculate at all about what the children themselves think.

In Denmark, school libraries and children's libraries are governed by the same law, the Danish Public Libraries Act, but are administered by different directorates under the Ministry for Culture and Education. The two types of libraries are under different administrations, even though, politically, they come under the same committees in the local councils.

In Denmark, everyone knows who decides what and why, but many politicians are unable to distinguish between the two types of library.

PUBLIC LIBRARIES

The object of public libraries is to promote education and the dissemination of knowledge and culture by making books and other suitable materials available free of charge.

The object of public libraries is intended to be fulfilled through quality, universality and topicality in selection of the materials made available. Selection must be based only on these criteria, not on any religious, moral or political views expressed in the materials.

Each municipality, either on its own or jointly with other municipalities, maintains a public library with departments for both children and adults.

The public libraries make books and other materials available to children and adults as a means of giving each citizen the possibility of forming his or her own opinion and of obtaining general and technical information and acquiring knowledge, and the possibility of personal development and artistic and human experience. The public libraries act as information centres and support and supplement the work of public information and all forms of schools and education naturally interfacing the sphere of the research libraries.

Each public library is part of Denmark's national library service, the individual parts of which cooperate with and supplement each other.

Free borrowing rights and the libraries' loan cooperation mean that each municipality is required to have a public library service fulfilling local needs.

There must be books for both children and adults, both in the main library and in the branch libraries.

The public library cooperates with the municipality's school libraries with a view to mutual information about acquisitions and possible coordination of selection of materials. The municipal council decides on the actual form and content of the cooperation. Where the public library shares premises with a school library, the public library's materials for the combined lending collection
are selected on the basis of rules laid down in the Act.

The municipal council has the final responsibility for ensuring that the materials are selected in accordance with the Act.

SCHOOL LIBRARIES

The Act requires a school library to be established in every primary school as part of the local education service and in cooperation with the local public library. The purpose of a school library is to aid the teaching given in the school and to contribute towards each pupil's all-round development by making books and other suitable material available for the teaching given, and for leisure use, and to provide the necessary guidance in use of the materials.

The daily management of a school library is taken care of by a teacher at the school in question (the school librarian), who is appointed on the recommendation of the head teacher concerned.

At the recommendation of the teachers' council, the school board approves the procurement of materials for the school library. Detailed rules concerning the arrangement and activities of school libraries are laid down by the Minister of Education after consultation with the municipal organizations and, as far as concerns cooperation with the public libraries, after consultation with the Minister for Cultural Affairs.

A school librarian is a teacher who has attended a course in library work - cataloguing and classification. A children's librarian undergoes a 4-year course at the Royal School of Librarianship. The course for children's librarians is not a special course; it is the same course as for "adult" librarians, but with a module for children's librarians included in it.

Most school libraries and children's libraries are situated in separate buildings. Some, however, are placed in the same premises and these are called combined libraries. Here, the books stand side by side, and the public librarian goes into the school after school hours and serves borrowers with the same materials.

The cooperation consists solely of sharing premises, and this has frequently resulted in dreary libraries, where commitment, cooperation and dynamism are totally lacking. The school library's collections are often placed in the classrooms, and so are the books which the public library has purchased. The good and exciting books are not available to borrowers after school hours, and the books acquired for the public library do not always suit the school's policy. There are examples of books on sex and politics and comics being hidden away during school hours! In other words, the difference in interests is too great.

Almost all school libraries and children's libraries cooperate on book selection, acquisitions and book preparation. The librarians meet each week and agree which titles shall be purchased by whom. Sometimes, both libraries buy the same book if it is good and likely to attract many borrowers. That sort of purchase is called a double purchase, and we are asked to explain why both departments need it.

In the good economic years, we split up many combined libraries to the delight and satisfaction of both borrowers and personnel. Loans increased and the premises became more inviting.

Now, we are going through bad times economically, and many politicians are asking why we have to have both types of library. At present, the question is being discussed of whether all schools must have a library - and if they must -why the children's librarian cannot be moved there.

Everyone can imagine what union disputes this is likely to lead to, and no one knows where it will all end.

In 1987, a number of experiments were started in which schools were opened and made into cultural centres. This led to the question of opening the school library to the local community. The step was taken in some municipalities but was not altogether successful. The opening hours were too short and the collections were not big enough or broad enough. And then the talk turned to another form of cooperation - but a discussion also started on who was best at what, which specific tasks each had, etc.

In some few municipalities, this cooperation began to take more concrete form. Now, the question of integration, organization and economy was to be solved. Højby Library Shop which is situated in Odense, is one of Denmark's experiments with a fully integrated library at a school. It opened on 3 December 1989, and a public librarian was appointed to try to create a new type of library together with the school librarian.

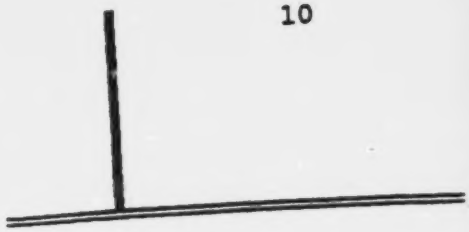
The economy of the two libraries is joint and so are acquisitions. The daily management is carried out by the personnel, and the senior management is a board consisting of the head teacher, the chief children's librarian, a member of the school board, and a user-representative. The school board has waived its normal powers and veto right. Up to the present time there have not been any serious problems, apart from the library's opening hours during school holidays. The library must naturally be open to everyone during the holidays and on the Queen's birthday etc.

Economies and better service are two incompatible quantities, but economies and better use of resources are still possible. Therefore, a new section has been inserted in the Act this year, dispensing from practically all rules on school libraries. These experiments must be started as soon as possible and the Act be revised on the basis of their results. Højby is furthest ahead with the experiment and will continue at any rate until 1992.

SUMMARY

In Denmark, the school libraries and children's libraries cooperate on acquisitions, but the objects of their work differ. The school library is primarily intended to support the school's teaching activities and to be an integral part of the school. The school librarian is a trained teacher. The school' materials are lent to the school's pupils and to other schools.

The task of the children's library is to meet children's broad need for culture, viz. books, music, video, theatre, electronic data processing. Cooperation between the children's libraries and the community's other cultural institutions - museums, children's theatres, associations, etc. - is increasing even though the economy drive is in full swing.



The school as a cultural centre is in its infancy and can help to change the familiar, existing system.

One thing is certain - we are going to see very different libraries and much more variation between them. It will be the local communities that take the decisions, and these will also affect children's libraries and school libraries.

Jytte Christensen
Chief Children's Librarian
Odense Central Library

144-MOBILE 4-E

MOBILE LIBRARY SERVICES IN KENYA

(Paper presented by S.K. Ng'ang'a - Director - KNLS)

IRO53479

or internal use only:
eeting No: 98
t: yes/no

Introduction:

The mobile Library Service in Kenya is one of the free services offered to the Public by the Kenya National Library Services (KNLS) Board.

The KNLS, which is fully funded by the Central Government was established through an Act of Parliament in August 1965. With an initial bookstock of 25,000 volumes which was inherited from the former East Africa Literature Bureau, the KNLS opened its first public library in Nairobi in February 1969.

During its' first Five-Year Development Plan, the KNLS Board was able through funding from the Kenya Government and from such donor agencies like the British Council, NORAD and Unesco, to establish Provincial libraries in all of Kenyans eight provinces. The next phase of Development (1980-85), was to see the establishment of six (District) Branch libraries in different parts of the country.

In addition to constructing public library buildings in the Urban centres; the KNLS Board was also determined to avail books to as many people as possible, particularly to the rural communities who constitute the largest proportion of Kenya's population. The provincial libraries were thus to act as Focal points from where the Mobile libraries would operate to service the surrounding rural comunities.

Growth of Mobile Library Services.

In 1971, the British Council in Nairobi donated books and the first mobile van to the KNLS. This Mobile began it's maiden services to the rural areas around Nairobi in 1972.

The Mobile Services were enthusiatically received and demands for the services were received from many parts of the country. As the Kenya Government could not afford to finance this development, assistance was sought from donor agencies overseas. The response was prompt and encouraging for in 1977 NORAD donated Five Mobile vans which were to serve the communities around Nyeri, Embu, Kisumu, Eldoret and Mombasa.

Unesco also responded by donating 14,957 books for the five mobile libraries.

Further assistance was received from Unesco in 1980, through donation of an additional mobile van to serve the Kakamega area in Western Kenya. But owing to the make and specialized maintenance required for this particular mobile, it was decided that it be retained in Nairobi and the one earlier stationed in Nairobi sent to Kakamega.

In 1983, the Kenya Government provided funds for purchase of two more mobiles to serve Mombasa and Kabarnet areas.

BOOK STOCK

The Branch libraries are required to submit statistial data on quarterly bases for each mobile library, indicating new additions, withdrawals and discarded books.

Owing to the high circulation rate leading to fast wear and tear, the numbers of withdrawals and discarded books have been quite high. Also in view of the high costs of books, maintenance and service of the mobile libraries, the growth of the stock has been minimal.

The statistics given below clearly indicate the trend-:

Station	Year Mobile became Operational	Initial Book Stock	Current Stock (1990)
Nairobi	1972	7,572	9,400
Nyeri	1978	7,106	10,657
Embu	1978	5,590	8,017
Eldoret	1979	8,420	10,359
Kakamega	1982	5,744	8,060
Kabarnet	1977	10,360	10,960
Kisumu	1979	5,470	9,190
Mombasa	1979	5,470	9.190

Efforts to acquire more books for mobile libraries are hampered by the same financial constraints being experienced by the third world contries - Kenya being no exception.

Membership of the mobile library users has also been on the decline, as shown by stations here below.

Station	Year 1988	Year 1989
Nairobi	3,496	1,450
Nyeri	4,212	4,212
Embu	819	1,960
Eldoret	342	396
Kakamega	3,686	3,624
Kabarnet	-	3,280
Kisumu	2,330	2,330
Mombasa	8,341	2,591
Total	23,236	19,843

At the end of every year, registered readers in the travelling library are terminated and fresh registration done.

This exercise is carried out so as to weed out members who may have transferred from service points.

The majority of the users are high school students, civil servants and teachers in the small urban centres and surrounding rural ares.

CONCLUSIONS:

The mobile library services in Kenya has not been without limitations.

- **Finances** - to repleish book stock, re-condition/replace now ageing fleet of mobile library vehicles.
- **Staff** - High turn over of experienced mobile library staff.
- **Roads** - Some roads are not accessable during the rainy seasons and become very dusty during the dry seasons.

- **User Needs**- Certain types of materials, ie. periodicals,

reference books children books etc. cannot be accomodated owing to their unavailability or lack of space in the mobile vans.

- Each mobile van has a capacity ranging between 2500-3000 books.

By the time the van reaches the last service point in a day's schedule, most of the good books will have been borrowed.

- Owing to the long distances covered by the mobile libraries, the duration taken to re-visit one service point can be upto three weeks.

During the rainy seasons, readers in the rural areas fail to return books as some have to walk long distances to the service points.

Many books get lost during the school holidays (if schools close before the mobile has visited the service point). Also when civil servants and teachers are transferred before they return books.

The communities currently served are just within and around Kenya's major towns. The majority of the population who in fact need the services MORE have not yet had the taste of it.

However, it is the Kenya Government's stated policy to promote and expand the public Library services upto the village level by the turn of the century.

IFLA GENERAL CONFERENCE AND COUNCIL MEETING

IFLA

Division:
LIBRARIES SERVING THE GENERAL PUBLIC
Section/RT:
Libraries Serving Disadvantaged Persons

100-DISADV-1-E

HOW TO PROVIDE ELDERLY AND DISABLED PERSONS WITH LIBRARY SERVICE THROUGH HEALTH CARE STAFF AND ASSOCIATIONS FOR DISABLED

Exemples from the county of Örebro and of Östergötland, Sweden

Brita Molin
County Library of Örebro, Sweden

IR053479

KEYWORDS
Disabled Persons
Home Bound People
Consumers' Service
Talking Books
Cassette Papers

For internal use only:
Meeting No: 147
SI: yes/no

HOW TO PROVIDE ELDERLY AND DISABLED PERSONS WITH LIBRARY SERVICE THROUGH HEALTH CARE STAFF AND ASSOCIATIONS FOR DISABLED

Exemples from the county of örebro and of östergötland, Sweden

A few years ago I visited a nursing home in the countryside near Linköping. Together with a local librarian I gave some information on talking books. Afterwards we felt depressed because no one had made any comments. Some days later though one of the nurses called me. She had informed a very old lady about talking books and the lady wanted to try. She was 99 years of age and had not read any books since she was young, but she had been very active in many other ways. Only the last two years she had become depressed and isolated herself because her vision had become low. She wanted to read the books of our famous author Astrid Lindgren, who writes for children and whom she had heard so much about. This lady went on reading talking books until she became 101 years of age. This convinced me that it is never too late to start with books and it is always meaningful to inform about library sevice to disabled persons.

In the county of örebro we have worked intensively with library service to disabled persons during the 80s. The county is situated in the middle of Sweden and the distances between the eleven urban districts are rather short. örebro is the main city with 119.000 inhabitants. The whole county has 270.000 inhabitants. More than 20 % of these inhabitants are older than 65 years of age. This figure is higher than the average in Sweden.

There are a county hospital in örebro with 1.900 beds and two other hospitals of together half that size, and nursing homes run by the county in all the urban districts. There are also schools for health care studies on both highschool level and university level with altogether 2.400 students.

Appropriate library premises for disabled persons

In 1981 the United Nations proclaimed the International Year of the Handicapped. This brought about a critical examination of the libraries in the county. In the city library of örebro, which was

built in 1983, two wheel chairs can meet between the bookshelves. In the other libraries in the county the accessibility was not always that perfect. The Örebro library was also provided with pieces of art for blind persons for example with a large relief where one can feel the mother of earth and her children. Since then we have added a white and rough line on the floor to find the way to the talking book department. Blind persons are there offered a special corner, nicely furnished, with a taperecorder for testing the talking books before the loan. There is also a television set with video for deaf people to test videograms with sign language.
The latest new built library in the county, at Askersund , was projected in 1983. It was very carefully planned in order to be fully accessible to disabled persons. A rehabilitation officer from the eye disease clinic in Örebro assisted in planning. We have all had good help by the advisers of the eye disease clinic. They are our best supporters by critically examining our work for blind people.

Cooperation with the eye disease clinic

There are rehabilitation workers who help visually handicapped people in every rural district. They work for the local authorities, and they also cooperate with the libraries. They help the visually handicapped with daily life and technical aid. They often help their patients/ disabled persons with tape recorders and at the same time they can inform about the library service, about talking book service and about their possibiblities to receive information from authorities and news on cassettes through the consumers'service at the library.
The rehabilitation officers at the hospital are interested in getting information from the library on new talkning books. It is useful for them to know the developement of talking books, which titles are available and to know something about the production. The last years many Easy-readers books have been produced as talking books. Some of them are read more slowly than usual and very clearly or you can have them with different speeds. Our meetings with the rehabilitation officers have resulted in better consumers' service and better information on this service and on talking books.
At the county library there is also a newspaper on cassette for visually handicapped and others who cannot read paper papers called

öringen which comes twice a week. There are two journalists working with it and they have plenty of cooperation with their 450 subscribers, with the association for blind people, with the eye disease clinic and with the talking book department. It is well used by all the therapy departments at the nursing homes. Recently we have got two new daily newspapers on cassette in the county. Their expenses are fully covered by the government while öringen is paid for by the county library/county council. They are based on the original local papers but the articles are often presented shortened or as a summary. The news takes 90 minutes and is transmitted by the radio to the subscribers' special receiver. This is a very important improvement for all the visually handicapped in the region. Now during the spring 1990 öringen is under consideration because it might be used for other purposes for other handicapped groups.

Deaf and blind people needs information

At the county library of östergötland the cassette paper for disabled persons changed profile some years ago. Now they have both a paper on casette for blind people, and they also produce a paper, östgötaglimten, in easy Swedish in large print or with Braille letters for people who are both deaf and blind. There is probably a considerable demand for this kind of paper in örebro, too.

The subscribers of östgötaglimten were from the beginning only deaf and blind, about ten persons. Now there are about 120 subscribers among whom many are mentally retarded but can read an easy and simple Swedish. The phoniatric clinic at the hospital where they work with aphasia patients and others with talking problems and remedial classes and many more are also subscribers.

We librarians do not meet persons who are both blind and deaf so often. In Sweden we have consultants who work to help them, but they have very large districts. In örebro we have two consultants one for children who work for the school authorities, and one for adults. They have districts which include five counties. There are also interpreters who work for the county council who can tell about these persons' needs and who can help to get information.

At the talking book department at the library in Linköping we had contact with an old lady, who was full of energy and wanted to read all sorts of talking books. It took some time before I learnt that

she was not only totally blind but also rather deaf. She wrote small messages in Braille, usually about book titles but also about her opinion on the readers' voices. She could not at all hear dark male voices and she preferred a very distinct highpitched female voice. After that I had learnt about her conditions I called the head of the deaf interpreters and asked if maybe someone more would like to try taking books. She told me that they had a little club once a month for deaf and blind people in the county. They came by taxi and met in Norrköping to get fresh news and to meet each other. I joined them a few times. Once we listened to different voices of readers of talking books, but unfortunately only three of them could hear anything at all, and once I invited them to the library in Linköping with their interpreters. I really had some sleepless nights before I found out what was worth showing them. At first I presented a big painting in fresco in the entrance with big characters made in the wet concrete symbolizing the greek alphabete. They could feel and recognize the letters. Then we walked into the newspaper room and they could feel the difference between our biggest and heaviest daily paper in Sweden and the European issue of Pravda printed on thin air mail paper. Finally we went down to the magazine and I showed them the collection of Bibles. They tried to carry the very heavy and old bibles in nice leather bindings with clasps and they smelt the typical book dust. I think they enjoyed it very much, and so did I and the interpreters, and we got to know each other.

The county library produces talking books for aphasia patients

Other persons whom we can only reach through health care staff, handicap associations or relatives, are people with aphasia. The staff at the phoniatric clinic at the hospital wishes to have information on easy to read material. For example the librarians at the hospital library provides them with a copy of the only national newspaper in easy Swedish every time a new issue appears. The last time we met them we discussed material which is used in schools for retarded children. But we found that it is no good for adults not even if they have difficulties in speaking and understanding their own language. Unfortunately the library at the hospital in Örebro has only two very old and small rooms. There is no place where you can sit and feel comfortable and not get disturbed so the

aphasia patients seldom come there to listen to a talking book or to look in a paper. We are looking forward to a new hospital library in 1992 where we can give these patients much better service.
We have, however, a project in our county concerning service to persons with aphasia which we are rather proud of. A journalist and author Ann Marie Hellström, who has made radio programs on local history, got to know a person with aphasia through the radio. He wrote to her and told her about his problems. After that she has made books of her radio stories and the county library has produced talking books of her books in cooperation with the association for aphasia. She has read them very slowly and cleary specially suited for persons who have these difficulties. She wanted her new friend to be able to read her books.

Mentally retarded persons participate in social life
People whose mental capacity is retarded lived earlier rather isolated in special homes in Sweden. But in 1986 we had a new law which means that the authorities have to provide them with homes of their own. They can live together for example four persons with or without assistance of health care staff. They are supposed to live an ordinary life like every one else. This means that the staff has to help them and show them what possibilities they have in the society, to go to the library, to go to the cinema, to a footballmatch etc. Earlier librarians visited them and library books were deposited at their institutions. Now we cooperate with the staff and give them appropriate information on our books and learn from them what kind of material the retarded persons want. Therefore we have had many conferences and meetings the last years with library staff and staff at schools, homes and working centers for retarded persons. We have had information to librarians on the new law and what different kinds of retardation means, how much retarded persons can learn to read or enjoy books or talking books. We also have meetings together with staff at homes for retarded and with some retarded persons too, looking at typography, pictures etc in books, trying talking books etc. Once a retarded person in Motala told us about his preferences at the library. He borrows all the new books on churches. He is a real favourite at the library so they all send him post cards of churches when they are travelling. Another time when I had presented

easy-readers, a retarded woman told me that she liked these books and she wanted to read them but usually she read much more difficult books. We intend to continue this cooperation and meet regularly to examine new books and other important matters to make libraries accessible for retarded persons.

KURTH= culture reference group for handicap matters in the county of örebro

The county library has established a well organised coooperation with the associations for disabled persons. We have a special group for library matters, but also now concerning other cultural matters. It is called KURTH, which is a male name in Swedish but stands for KU = culture, R = reference group, T = the county of örebro, and H = handicap matters. It consists of politicians, social librarians, health-care staff working with disabled persons and representatives from handicap associations from the hole county. Initially questions regarding library premises were the most important, but now we are also very interested in various media talking books, videograms with sign language for deaf persons, easy newspapers and so on. Among other things we have got in touch with local and regional authorities to draw their attention to their responsability to make information on cassette to blind people when they make information on paper to the public. We have offered to do the reading of such information at our studio, but they have to pay for it. We are also trying to influence students at the University of örebro to become interested in matters concerning disabled persons in order to make an essay.

Library service to home bound people

In the county of örebro with so much old people we have many persons who need domestic social service. Unfortunately we do not have domestic book service in more than a few districts and the progress of this service is very slow. Our best opportunity to reach disabled persons in their homes is through the domestic health carestaff. Many colleagues in Sweden have good experiences of how to work with this staff. In rural districts where the staff is stable and they know the disabled persons sice very long it is often rather eassy. It is more difficult in big cities like Stockholm and also in örebro where the staff change very often and sometimes have a rather short education.

You have to convince them of the importance of reading books and of how stimulating it is for a person's well-being. Not until they have realized that reading is enjoying and useful for themselves will they understand that it is worth trying to inform their patients about e.g. talking books. My own first experience of informing health care staff of library service was in the county library of Östergötland. Many of these nurses or assistant nurses were very neutral when they came and it was often their first visit to the library. We started to show them books on local history, word books, books on flowers, cooking etc, and it lasted some time before anyone would show any interest. Then we could try popular novels, read a poem, and afterwords we got comments like "this is very interesting", "this is much more useful than I thought it would be". They found it useful both for their own daily life and for entertaining their patients. Just north of Örebro in the small place called Storå the library staff started a cooperation with the health care staff some years ago. They invited old homebound people to the library together with the staff. They had to take taxi and some had not been out of their houses for months or a year. At their first meeting there was an old retired librarian who told about local history which was very successful.Then they have continued with this coffe-and-book-talk meetings at the library about twice a year and they now have many more home bound readers than in the rest of the of the district.
When you work with library service to home bound persons through the health care staff you have to be patient, persistant and very enthusiastic. Probably the next generation of old people will be more aware of its rights and ask for library service and other stimulating occupations. The staff will be better educated too and the work will be more attractive.

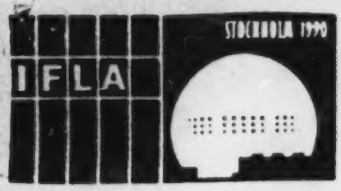
Therapists and librarians work together at nursing homes
At the hospitals and nursing homes we usually have well established library service where cooperation with therapists, speech thetapists childrens'nurses etc comes naturally. The only problem is that the library is such a little part of a big hospital that the management tends to think that it is of very little importance.
In the small nursing homes in the countryside the library service is much more developed and appreciated now than ten years ago, but

the patients are older and not so well. Very few patients read themselves but the librarian or the therapists read aloud or let them listen to a talking book, a news paper on cassette or some music. The librarians can bring slides and old pictures and picture books on local history and together with the therapists they stimulate the nurses and the patients to talk about it. At the county library we have a special fund for local talking books. Therefore we can ask our local authors to read out of their own books to make talking books. These talking books are very appreciated especially at the hospitals and nursing homes.

In a few years I hope that all medical students and health care students will get detailed information on the importance of reading for the mental health. Now many classes from the health care school and university visit the library and get information on our special material for disabled persons, but it is not obligatory. The most encouraging classes I have are those for nurses and assistant nurses who are doing further education. They are very interested and they seem to realize that reading is a meaningful occupation which faciliates their own daily work with the patients.

We have still plenty of work to do before our cooperation with health care staff is so well established that library service is obvious for everyone, but we are happy to have both library, staff health care staff and politicians who work hard for this.

IFLA GENERAL CONFERENCE STOCKHOLM 1990



Division: Libraries Serving the General Public
Section/RT: Library Services for the Disadvantaged

101-DISADV-2-E

The evolution of library and information services for special groups- the role of performance review and the user.

by

William Anderson
Library Consultant
England

IR053479

Performance Review
Special User Groups

For internal use only:
Meeting No: 147
SI: ~~yes~~/no

BEST COPY AVAILABLE

Abstract: Performance review is described as a part of an evolutionary development of library and information services for disadvantaged users. The literature of the last twenty years is reviewed and performance measurement is analysed, leading to a brief model using service for prisoners. The emphasis is on the contribution that the user can make to library service and planning.

Evolution of library and information services for special groups- the role of performance review and the user.

If you join the ends of my title, as a child would make a chain of flowers in summer, the keywords found would include evolution, special groups, performance review, user, and revolution.

Within this IFLA Section we deal with libraries serving disadvantaged people. Services for many will be in institutional settings: prisons, hospital wards, commercially organized and private homes, and day centres. In this paper my concern is the person in the closed setting, away from the library, and this is the context of my discussion.

Let us look at these key words.

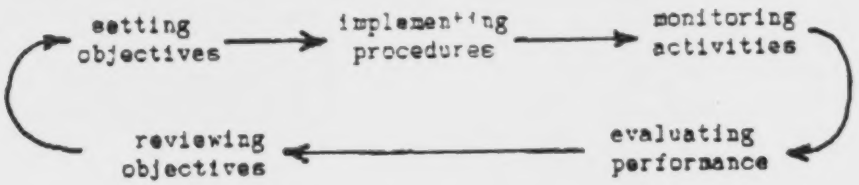
1. Performance Review. The periodic assessment of institutional activity is common in the commercial sector, and political ideology has urged this in the public service sector. In Britain, in hospitals and all local authority services. Performance review involves the use of performance measurement, among which are included performance indicators. The twin pressures of economic constraint and public accountability are exactly reflected here. Constraint certainly means limitations on resources, leading to the necessity to choose selected targets for future plans. Successful achievement can be an argument for further resources, so financial constraint must be looked at positively. Accountability means reporting on performance to the paymasters, the general public who fund local services, and their political representatives who administer central funds.

These themes have been taken-up in Britain by a government watchdog, the Audit Commission, and the major consumer organization, the National Consumer Council (NCC).

The demand for effectiveness, efficiency and economy show the accountability pressure. The pressure on public spending affecting resources may be met by some more effective measurement involving policy planning and control, periodic monitoring and review. The user or service customer, neglected in the first publication[1] is rightly emphasised in the second[2]. The NCC[3] emphasises the role of the consumer by concentrating on methods of service assessment and ways in which customer/ consumer participation may be achieved.

2. Evolution, along the genetic chain of library legislation, describes the process of performance management. The service goal is survival, and adaptation occurs, continually measured and assessed. Modification occurs by adjustment to environmental pressures. This analogy is quite close to the ideas behind performance measurement. This involves goals/ targets, investment for growth, assessment of achievement resulting in adaptation and creation of a new set of goals. Indeed, as we see, this evolution is revolution (we start and re-start with goals).

3. Revolution also describes the management cycle or circle, fundamental to planning and repeated in many management writings:



4. I would expect librarians serving special groups (in this paper prisoners, patients, older and housebound people) to agree that the use of performance measures would lead to useful and radical change. More coherent objectives, action based, followed by services regularly assessed and allowing feedback on achievement, give excellent arguments

for targetted budgets.

The users of special services are described by collective nouns(eg disabled people), euphemisms which use a common descriptor to cover sets of individuals. The individual deserves our attention more than the group. Involving users is more real in public services (police and local authority services like libraries) than in commercial services where involvement is merely custom dictated by price.

Having dealt with keywords I want to turn to the two elements in my paper- performance review and the user.

Performance review involves measurement; a softer word is assessment. In the management cycle there are aspects that have worried librarians- the articulation of actionable/ goal orientated objectives, measurement/assessment, accurate monitoring, and acceptable evaluation. Now that whole-library goals have been identified[4], at least in the USA, special service librarians must be ready to identify their own service goals. By so doing, they could help break a deadlock that seems to have paralyzed cooperative effort in Britain. But many proactive authorities like Surrey[5], Berkshire[6], Kingston upon Thames[7], Essex[8] and Wiltshire[9] are producing welcome work.

The obvious limitation of peformance measurement as a management technique is the dependence on actual library use. But this is what is meant by library performance, which is itself limited to what is measureable. This is a tough message for people who still believe that the very existence of a library service is a 'good' in itself. If the user is to be involved in measuring effectiveness, we should also involve the user in planning and decision making.

The literature on performance measurement has been gathered[10] and updated[11] The respective compilers have taken the opportunity to comment on the increasing citation rate- the issue is becoming more popular. My own search over the past twenty years revealed 52 items relating to public libraries, from a total of 258. The topic relates to other types of libraries, and ranges from book availability to buying library chairs. The material is easy to identify, but only recently do we find action rather than description in the accounts (a comment made repeatedly over the years).

Performance measures involve effectiveness (the output or service measure) and efficiency (the input or operational measure). The two are seperable but linked. Efficiency is more readily measured-" it is relatively easy to do- a measure of how well you are doing"[12]. Thanks to American work supported by American public libraries, the Public Library Project has led to the Statistical Report '88[13]. This uses commonly agreed measures and indices on resourcing library service, comparative tables so far unique. Only librarians and funding bodies are interested in national comparisons and input statistics- the user is not interested. S/he is however interested in those figures at a local level. So the periodic reports by Surrey County Library (UK)[14] and more especially Baltimore County Public Library (USA)[15] are important.

The pressure exerted on the British health service to economise is relevant to our argument "...performance is likely to be judged on grounds of efficiency rather than of effectiveness"[16]. This may also be the view of the paying public. But benefits from use, in hospitals and libraries, is better measured by effectiveness.

The customer/ user is more closely involved, and effectiveness measures how well needs are being met. The work of Totterdell and Bird is best known for a widely used quote at the end of their book " Public libraries operate on a minimum level of user satisfaction surviving largely on good will, low expectation and relatively easy demands of the majority of users" . Almost a generation since, librarians have responded to this indictment, and the effectiveness of service performance is now seriously addressed[17] . Three aspects of effectiveness noted[18] are:

1. Customers and their needs: the number, the needs, type, and take-up/ satisfaction:
2. methods and organization of service delivery;
3. service provided, including actions for improving service.

Almost everyone at some time has used a library but only a minority can be called users. Effectiveness must not limit itself to users alone, but must address lapsed use, and all unexpressed and unfelt needs. Within institutional settings the special services librarian has the opportunity to ask people about their use, their successes, their needs (expressed as demands for service as well as unexpressed and latent needs). But of course user/ non user perception of library performance is moderated by the ability to identify needs, attitude towards and knowledge of, library and information services- their image of the library. The measure of effectiveness will be relative.

Special user groups are composed of unique individuals with differing information and library needs- they represent a microcosm of all public library clients, real and potential.

So we may expect that general library goals and objectives will relate to them, for they are not unique. Measurement/ assessment/ evaluation must begin with

Outline Plans -for development of library and information services for prisoners, patients and housebound people. These must declare a general aim, converted into actionable objectives, to be reached within time limits. For each element of service this must be repeated.

Using prisoners as example, British guidelines[19] refer to a service on a standard with a good branch library (the aims and objectives of that model can be exploited). Meeting the needs of the prison community, individuals and groups, reflecting the needs for training, recreational, vocational and educational activities(including reading for pleasure), non-book, legal and geographic material (subject to local approval). Despite the restrictive nature of imprisonment (where Prison Rule 1 in Britain prefers containment to rehabilitation), these guidelines offer some scope for imagination. Following recent prison disturbances, British prisoners may hope for better conditions and their own Statement of Rights . Access to a library and information service would be a part of those rights. When prisoners know their rights they may be expected to have more confidence in the services provided, and help in their development.

Writing goals and objectives is helpfully described by McClure[20] in a manual tested in 17 American public library authorities, and deserving more acclaim outside America. It is vital that all library staff be empowered in striving to achieve goals.

1. Meeting the needs of the prison community, of individuals and groups.

AIM. To provide an effective library and information service to all prisoners.

OBJECTIVES:

1. to develop a library stock up to minimum standards (ie 10 items per capita; minimum stock of 5000 volumes, whichever is higher);
2. to ensure that the stock is renewed and that no item is more than 5 years old.
3. to develop a system whereby interests and service needs can be obtained for each prisoner.

ACTION OBJECTIVES:

1. within three years the prison library will achieve minimum standards of provision.
2. renewal will be monitored- the providing library (ie the local library authority in England and Wales) Resource Check' (a computer system by which all stock can be monitored for location, use and age), will be used to test library provision.
3. The Prison Governor will be encouraged to include a request for information on prisoner interest and library needs, in the Prison Data Form, used at reception.

Clearly, illitaracy and dependance on a mother tongue not that of the majority of other prisoners, needs to be noted. This exercise would be continued for the remaining Guideline areas.

BEST COPY AVAILABLE

But let us look at performance measures. Palmour[21] outlined their range in a book that marked the change in direction from library standards to library planning. Others have since identified criteria which performance measures should satisfy - relevance, helpfulness, validity, reliability, practicability and comparability[22], affordability and sensitivity[23]. These criteria are closely mirrored in manufacturing industry[24] which more interestingly concentrates on built-in quality (thereby solving quality problems at source), leaving more time for problem resolution.

In our model the measures would include

library visits per capita;

circulations/ loans per capita;

stock turnover rate ie $\frac{\text{annual issues}}{\text{library stock}}$

successful specific subject/ author/ title searches % age

document delivery rate, after 7 , and after 14 days

enquiry satisfaction rate.

The output measures or indicators must be complemented by assessments by users of satisfaction with the service, by user perception studies[25], by annual self administered questionnaires[26], by observation, discussion with users and staff assessments[27].

This complementary assessment by service users is omitted in a truly 'insiders' view[28]. Reference to the user is still rare, but examples exist. And yet, the user is central to the whole process. Planning really does involve the user, and if performance measurement has done nothing else it has brought the user into the planning process.

This perception of the users' importance has been reflected in definitions of public libraries, as people's bookstores(USA), as people's drawing rooms (Sweden), as people's universities(UK),as the unexploited resource for disadvantaged people.

It is here that librarians serving special users groups shold be aware of a new form of tokenism, where action and intent become meaningless, and the user is a cypher. Beyond libraries, in Britain we know of community liaison with the police forces and with local authority provision of services for disadvantaged groups under equal opportunities legislation. The National Health Service and Community Care legislation, still being discussed in the British Parliament, provides for reference to users.

If we continue with our prison example, we must reflect on prison regimes, which do affect what libraries in prisons can do. The issue of rights, mentioned earlier does seem to be crucial, and the rights of the American prisoner to pursue his legal case is just one emphatic difference when European comparisons are made. Tokenism can be erradicated by giving people real power in decisions that affect them. A major review of prison policy is needed before any Bill of Rights can be produced. This confirms a political commitment and political implications for library service. We in Britain are within a political climate which is forcing change in private and public services- its extension to the prison service is overdue.

This political climate which has prompted the interest in peformance measures does not lessen their value: "[performance measures] at their best [can be] developed by managers to help them do their job better"[29].

They may even replace a dependence on professional judgement. The perception of consumer rights retains a welfare context of dependence in the use of the word 'client', but the consumer/ user can contribute both in the evaluation process as in management and planning. A helpful discussion[30] indicates that consumer involvement must take place at all levels of admistration, from planning to service, even if the consumer/ user may be influenced by imperfect knowledge. Users will become better informed by their involvement. Of course this must be carefully managed, especially if a tendency in public administration towards paternalism is to be avoided - a relationship of power and dependance can exist between the professional and the service user.

In the context of the prison, where populations range from the transitory (remand) to the static (though movement for security reasons occurs), referral to library service users is still possible. Once this is accepted, the consequences include the need to report to and inform users, and the need to be seen to act on demands by adapting service provision. Institutional reports on progress are well known in the commercial world in the form of the company report. A wide audience means that the language and the use of graphics has to appeal to every reader, from shareholder to financial analyst. The Baltimore County Public Library report for 1988[15] manages to achieve this clarity of expression, using imaginative diagrams. The library user may also refer to a summary in Report to the Reader, and Calendar of Events.

Essex County Libraries in Britain provides a good comparison but they acknowledge that improvement in reporting is possible. The emphasis remains however 'them and us', rather than 'we'.

SUMMARY

Public library and information services have reacted, more often under external pressures, to the need to account for their services to their funders, the tax payers. Some services have reacted in panic and have tried to judge the value to their users of their services[31]. Performance measurement can be seen as a more rational response to pressure, and forces the recognition of accountability. It remains underdeveloped and crude as a method of evaluation, necessarily limited to actual (and often in-library) use, and denies the existence of other, more intangible benefits of services availability. But in world and political ideology strong on control and weaker on resource provision, it can and must be used.

REFERENCES

1. Audit Commission [UK]. Performance review in Local Government : Introduction. H.M.S.O.,1986.

2. Audit Commission [UK] Performance review in Local Government : a handbook for auditors and local authorities. H.M.S.O, 1988.

3. National Consumer Council [UK]. Measuring up: consumer assessment of local authority services: a guidelines study. NCC, 1986. (Paper 3. Public Libraries)

4. American Library Association. Output measures for public libraries: a manual of standardized procedures. 2nd.ed. Chicago/ London, ALA, 1987.

5. Combe, G. Performance review in the library service: the Surrey experience. Public Libraries Research Group,1987.

6. Berkshire Library and Information Service. 1988-89 Annual Report, 1989.

7. Kingston Upon Thames Library Service. Annual Report, 1989.

8. HARE,G. Performance measurement: the public library perspective. Library and Information Manager 8(6) 1989 p5-21.

9. Pybus,R.L. Performance indicators. Wiltshire County Council Library and Information Service, 1988. (Service Management Series 1).

10. Layzell-Ward, P. Performance measures: a bibliography. Centre for Library and Information Management [Claim] and Public Libraries Research Group, 1982 (Claim Report No.15 /BLRD Report 5705).

11. Goodall,D.L. Twenty years of performance measurement. Library & Information Statistics Unit, Loughborough University, 1987.

12. Totterdell,B and Bird,J. The effective library: a report on the Hillingdon Project on library effectiveness. Library Association, 1976.

13. Statistical report '88, Public Library Data Service, Chicago,Public Libraries Association/ American Libraries Association, 1988.

14. Combe,G. op.cit.supra p71.

15. Rodger,E.J. Commitment to renewal: Long Range Plan 111 1989-93. (Baltimore County Public Library- Distributed by PLA/ ALA, Chicago,) 1988.

16. Hudson,B. Quality Street snarl-up. Health Service Journal 100(5198) 26 April 1990 p636-7.

17. Van House,N.a. Public library effectiveness: theory, measures and determinants. Library and Information Services Research 8(3) July-September, 1986 p261-283.

18. Audit Commission [UK] 1988. op. cit. supra.

19. Prison Libraries: Library Association Guidelines.... Library Association, 1981.

20. McClure,C.R. et ali. Planning and role setting for public libraries: a manual of options and procedures prepared for the Public Libraries Development Project. Chicago and London, ALA, 1987. Chapter 5.

21. Palmour, V.E. et ali. A planning process for public libraries. Chicago, PLA/ALA, 1980.

22. Ford,G. Performance measurement: principles and practice. IFLA Journal 15(1) 1989 p13-17.

23. McClure,C.R. op.cit.supra.

24. Maskell,B. Peformance measurement for world class manufacturing. Management Accounting 67(5) May 1989 p32-33.

25. Hare,G. op.cit.supra.

26. Altman,E. A data gathering and instructional manual for performance measurement in public libraries. Chicago, Celadon Press, 1976.

27. McKee,B. Planning library service. Bingley, 1989.

28. Blunt,P. A qualitative assessment of prison libraries. Prison Libraries Group Newsletter [UK-LA]. Winter 1989 p22-27.

29. Flynn,N. Performance measurement in public sector services. Policy and Politics 14(3) 1986. p389-404.

30. Martin,E.M. Consumer evaluation of human services. Social Policy and Administration. 20(3) Autumn 1986, p185-199.

31. Banks,R. Measuring the impact of a hospital library in terms of value added processes. Bibliotheca Medica Canadiana. 10(4) 1989 p184-192.

IFLA GENERAL CONFERENCE STOCKHOLM 1990

Division:
LIBRARIES SERVING THE GENERAL PUBLIC

Section/RT:
LIBRARIES SERVING DISADVANTAGED PERSONS

115-DISADV-3-E

SERVICES TO THE ELDERLY : AT HOME AND IN THE LIBRARY

BY

HELEEN WAGENAAR,

NBLC, NEDERLANDSE BIBLIOTHEEK EN LEKTUUR CENTRUM, THE HAGUE
NETHERLANDS

IR053479

For internal use only:
Meeting No: 147
SI: yes/no

IFLA-paper, 22 August 1990, nr. 147

SERVICES TO THE ELDERLY: AT HOME AND IN THE LIBRARY

If you cannot visit the library anymore, because you are sick or handicapped or because you are just very old, workers in the library will deliver special services to you. Everybody has the right to get information and use the library. That is one of the objectives of the public library. And because of that we bring the books to the elderly, if they cannot come to get them by themselves anymore. About ten percent of the elderly need these special services.

Many public and county libraries in the Netherlands have special services for the elderly.

The percentage of the elderly is increasing, as everywhere, particularly the very old: 85+. This implies that the degree of immobility is increasing. Libraries have to take notice of these developments and have to improve their services to the growing group of the elderly.

The policy of the Dutch government has been focused on independency of the elderly as much as possible. Many services are created to realize this pursuit. Library-service is one of the factors in this pursuit, because:

- reading amuses the reader
- reading contributes to social involvement
- reading contributes to mental activity, it stimulates the mind
- reading helps you fighting against loneliness
- reading is a means of escape from everyday trouble.

Mrs. Parkkinen, a Finnish librarian, has written a very interesting article in the Scandinavian Public Library Quarterly. The article is about the importance of reading for elderly people.

Special services for the elderly we divide in:

- housebound services
- services in residential and nursing homes

Housebound services

The older person who cannot visit the library himself, receives his books at home. Usually once a month the librarian changes the books, he exactly knows what the reader is interested in. It is very usual that librarians do the intake and select the books and that volunteers take care of the transport and the visit. The visit also is important because of the social contacts: elderly people can be very lonely. However, this is not the primary task of

a librarian to get the reader through his loneliness. But a book is an important aid to have some happy moments.
At the Dutch Centre for Public Libraries and Literature (NBLC) we did a financial examination into different methods of housebound services. What was the result: it is very efficient to go with a small mobile library, a bus, to the houses. Select the books in the bus and take them to the readers during a short visit. Inquire if they have special wishes for the next time and you leave. If the elderly reader is not totaly immobile it activates him to visit the mobile library by himself. He selects his own books and at the same time he meets his neighbours. For this method it is efficient that the bus is staffed by two persons: while one is advising and helping in the bus, the other one visits the really housebound. Another necessity is that the bus is not too big and very handy for parking. For instance, a lengthened Ford Transit nicely meets to these requirements. To optimize the services in every weather, the bus needs a good heater and air conditioning.

Residential homes

Some residential or other homes where many elderly people live together, have their own public library. If the residents do not want to visit the public library in town, because this is too far away, they get their books from the library in the house. And visiting the library also means meeting other people and this is a very important social function of the residential library. We emphasize as much as possible that it is necessary for running a qualified library to contact the public or county library. The special services department selects collections for libraries in residential homes from their stock and changes them once or twice a year. Talking books and many large print books are part of the collection. The collection has to be similar to public libraries but geared for the priorities of the residents. The library has to be situated in a central place in the house and easy to find. The lending-library can be staffed by a librarian from the public library or a volunteer. The librarian also visits the 'housebounds' in their rooms, but if it is just possible, the residents are asked to visit the library themselves.
If only a few residents are interested in reading the public library serves them as housebounds and sometimes uses the mobile library.
If the lending is done by a volunteer, mostly a professional librarian takes care of co-ordination and reference-work. There are frequent lending services with public libraries for special requests.
The librarians should have a good relation with occupational therapists. They know the residents personally and know more about their interests than

the librarian does. The library also gives support to occupational activities as handicrafts and flower arrangements. Or, if there is meeting about a certain theme, let's say "history of the Netherlands", the library creates an exhibition with books about the Netherlands.

A recent development is the possibility to get entry to community information and to use the catalogue of the library in the residential home via an online connection. At the terminal the user can have a look in the whole collection of the library. If the institute has the possibility to reserve books immediately via the connection, the traffic of special requests will be very fast.
This online connection is also very interesting for housebounds. But housebounds who are very often on their own and not used to difficult technical actions, need a very intensive guiding, if they start using.

There are different experiences in the Netherlands. I mention you some:

- At the moment in Tilburg there exists a database with community information on Tilburg. It is called: Local Database Tilburg. It is a project of the municipality and the local and county library. The catalogue of the local library will be integrated in the database next year. The local library keeps the information up to date. The Tilburg Council for Seniors takes care of the information especially interesting for the elderly. At eleven places in the city, for instance post-offices, it is possible to consult the database. Residential homes and other institutions can be connected by a personal computer with a modem. Up till now, no home has such a connection as yet. The Tilburg database is an experiment and has been subsidized by the ministry of Welfare, Health and Cultural Affairs.
- In Almelo the prison library has an online connection with the database of the Information Project Almelo. It is possible to consult the database via a computer, the catalogue of the library is part of it. Via Teletekst, a videotex-system like Prestel in the United Kingdom and like Minitel in France, the database can also be consulted. Teletekst is a very common information system, one in three households has access to the information. Via Teletekst there is a connection with only the database, via the computer also with the catalogue. Within half a year the catalogue can also be consulted via Teletekst. There is no residential home, which has a library, and which has been connected via the computer. In many cases this is due to money. The homes and institutions have to buy a modem and often, up till now, that is too

much money. In the near future, when databases and online connections are more common, also residential homes will get priority in this development in favour of their library, I hope.

- government's information will also be on videotex very soon.

Nursing-homes

The elderly people who live in nursing-homes are very old and very dependant. If they cannot live anymore in a residential home but need twentyfour-hour care, they have to move to a nursing-home. There are geriatric and psycho-geriatric departments.
Obviously the library-work differs from that in the residential homes. The librarian goes with the trolley to the day-centre, or even the library can be situated there, and the people choose their books. Very often they use books together: to look at photographs or to be read to.

Besides services to the elderly we also deliver books in hospitals and institutions for the handicapped.
To have a break I am showing a slide series we use as a means of public relations.

Slides

This series has been designed and supervised by the Dutch section for Libraries serving disadvantaged persons. The NBLC, sells this product to the libraries.

The other elderly

And now, the other elderly, which visit the library by themselves like everybody does. Who are they, how many are they, are they really old? Nowadays you are a senior as soon as you pass the age of 55, and sometimes even if you pass 50. For the commercial and advertising world this is quite a new and interesting group.
The number of elderly, the young seniors included, is increasing and in demographic terms we speak about an ageing population. In the Netherlands thirteen percent of the population is over 65 and in Sweden even eighteen percent. The number of those who are in their eighties will increase extremely in the next twenty years.
At the moment one in eight persons is over sixty and in fifty years this will be one in four, according as the prognosis.

Ninety percent of the elderly is not sick or handicapped and doesn't need any special care. They should n't be associated with sickness or handicap.

In the Netherlands, and I suppose also in your countries, the government policy for the elderly gets priority to the elderly who are sick or handicapped elderly. Policy to the bright side of life has an atmosphere of luxury, for instance amusement and education.
But if you talk about elderly, about whom are you talking then? It is the generation from fifty till hundred and that is a lot of people which have very different ways of living, different reading tradition, different educational level, ..., you can't speak about elderly anymore. It is a very heterogenous group of people. The 'new' generation of elderly who is about 55, is quite different from those who were born before 1930. The new ones have been better educated, they are more active and often they have more money. It is hard to say when you are old, for it really doesn't have anything to do with age. There are some distinguishing marks in life when you get older:

- your children leave home
- you become a pensioner
- and your partner, relatives or friends die

And then we have the question: do we have to approach the elderly or seniors as a separate group?
In the Netherlands we have been used to, for instance, separate adult education for the elderly. Even the higher education has been organized apart from the regular university. I read, that in Scandinavia education for the elderly has been integrated into general adult education. In Scandinavia 50% of the seniors are active in education and in the Netherlands nearly ten.

And now public libraries, what do they have to do? As I just told you, the services for the sick and handicapped elderly has been going well for years. But do we need a library policy for the seniors or the vigorous elderly? What do the libraries have to offer to this group of people?
In the first place the elderly are normal adults with the same intelligence and interests as everybody else. However, many of the elderly have litte reading tradition. Via an active public relations policy the library can draw the attention of the elderly to the many possibilities. Elderly people need goals. A means of pr is to approach the elderly in networks such as, the co-ordinated elderly work. This is a network of all organizations and

people who act for the elderly (probably typically Dutch). Other social networks are for instance the elderly associations and the amusement associations in which many elderly people participate. If you focus your action on the elderly don't forget to call in the help of the elderly themselves.
Many people don't know about large print books or reading aids and it can be a revelation to hear about these. Distributing a leaflet, in a clear print, can tell the elderly about these things. You also have to tell about the functions of reading, for instance that reading informs you and gives you subjects to talk about.
The library has actively to promote quiet opening hours and organize information markets, excursions in the library. Drinking a cup of coffee can make the library-visit a pleasant activity.
In most of the Dutch libraries people over sixty pay a reduced fee. In one village the elderly have not paid anything for eight years, but lately the local government decided that also the elderly have to pay. This is a means of financial cuts.
That is one point of view.

If you get older there can be some physical inconveniences. It is easy to make the library more comfortable to meet these little troubles. For instance: most of the large print readers are old, so choose a good, logical place for these books and supply lots of these books. Except large print, other books with a good print are often read by the elderly. It is easy to mark these books at the back: we use a G for large print and an open G for clear print.
Deliver little reading-loupes at the bookcounter. Take notice of the fact that it is hard to choose at low shelves and also at high ones. This is an important problem and hard to solve. If you know any solution, I would like to know about it.
Libraries should have a television loup in their study- and newspaper department and other reading aids for people with a slight visual handicap.
Put some little barrows in the library in which people can transport their books, like in the supermarket.
You need good chairs with arms in the libraries which are easy to remove. Also you need very many stools. Looking for books at the lowest shelfs is easier if you sit on a stool, than kneeling down (on your knees).
Put also a wheelchair in the library. Be always very alert on safety of chairs and stools.
Take care for good lighting in the whole library.

Putting everywhere good signs is also important.
Larger libraries should have a database with all kinds of facts and information for the elderly. Local and regional facts also can be very essential, like in Tilburg and Almelo.
Libraries don't need, of course not, special collections for the elderly. A library needs to supply information about getting older. And that is a lot of information. Also all the stuff they need for their elderly education, you have to find in the library.

The attitude of the librarian is very important. An elderly person doesn't need special treatment but sometimes a bit of patience can cause miracles. Librarians who work in the special service department can teach their colleagues in associating with elderly.
But, if I tell you all these things I can't distinguish any speciality about the elderly. Library-policy has to do with every user. If you create a library as public friendly as possible, you serve every user. If your policy is to serve the eldery in the library by delivering good chairs, barrows, signs, a friendly attitude, you serve every user, whatever his age.
Library-policy for the elderly is a policy of public friendliness. If you focus on the elderly in your library, you create good services for everyone. That is, maybe, the main reason to realize such a policy.

Heleen Wagenaar
library-work for the disadvantaged
NBLC

07/10 13:10 7211037 #02

IFLA GENERAL CONFERENCE STOCKHOLM 1990

Division: Libraries Serving the General Public

Section/ARCH: Library Services to Multicultural Populations.

109-MCULTP-1-E

Filipino Community Organizations in Melbourne (Australia): information and library needs

by

Radha Rasmussen

Senior Lecturer

Graduate Department of Librarianship, Archives & Records,

Monash University,

Wellington Road,

Clayton, Victoria, Australia. 3168.

IRO53479

For internal use only:

Meeting No: 132

07/10 13:11 7211037 #03

Abstract

In 1986, 33,720 Philippine-born migrants were living in Australia and of this figure 7,297 lived in Victoria and 6,374 in Melbourne.

There has been a proliferation of Filipino Community Organizations in Melbourne: from one in the 1960s to three in the 1970s and thirty-eight were formed in the 1980s.

In 1989-1990 a study on the 42 organizations was undertaken to trace the history, development and role of these organizations and to assess their provision of services. For this paper, only the information and library based needs are discussed in relation to the objectives and the activities of the organizations.

Introduction

In June 1988, a successful submission was made by the Filipino Community Council of Victoria Inc. - an umbrella organization then representing some 34 Filipino community organizations or associations in Victoria - to the Victorian Ethnic Affairs Commission for a grant to study the role of the Filipino organizations and their provision of services to their members. In March 1989, the Council was awarded $5000 to undertake the project and the author was appointed Project Officer to the Council. On completion of the interviews (May 1990), a one-day Workshop was held on 9 June 1990 to report on the research findings and to get a feedback from the organizations on the research findings which was included in the final report submitted to the Commission in July 1990.

For this paper, only the informational and library-related research findings will be reported, but before proceeding with these issues, a little must be said about the Philippine-born in Australia (Rasmussen and Gemperle: 1990).

Distribution of Philippine-born population in Australia, Victoria & Melbourne (Tables 1-2)

Table 1 shows the Philippine-born population (33,720) in Australia in 1986. In 1987/1988 another 10,427 Philippine-born migrated to Australia (Department of Immigration, Local Government and Ethnic Affairs - DILGEA: 1988: Table 3.3). If this trend has continued then it may be estimated that in June 1990 there are more than 69,000 Philippine-born (excluding children born in Australia) currently living in Australia. The 1987/1988 DILGEA figures reveal that the largest number of Philippine-born arrived under the Concessional-brothers/sisters (6,293) and Family Reunion-parents/dependent children (3,535) Programs. It is clear from Table 1 that nearly half the Philippine-born population live in New South Wales (49.2%) and then in Victoria (21.6%).

Table 2 gives figures for the Philippine-born (by sex) in Australia (Table 2a) and in Victoria (Table 2b) compared to the total Australian (0.2%) and Victorian (0.2%) population by sex. However, unlike the male/female ratio for Victoria and Australia which is very close to 50/50, the Philippine-born women far outnumber the Philippine-born men with a male/female ratio of 30/70 for Australia and one third/two thirds for Victoria. Of the 7,297 Philippine-born in Victoria, 6,374 live in Melbourne, thus showing that in Victoria the Philippine-born population is urban based (Victorian Ethnic Affairs Commission: 1986: - p.4.)

Filipino Community Organizations in Melbourne: 1989-1990.

Method

A total of 42 organizations (Tables 3-5) were identified mainly through the Council's comprehensive 1988 list of organizations and subsequent personal contacts led to the identification of newly-formed organizations.

Letters and copies of the research proposal were sent to all organizations by the Project Officer who informed the organizations of the nature of the research, the need for interviews and the time required to administer a questionnaire. A request was also made for access to constitutions/objectives, minutes, newsletters and any other relevant documentation. Included with the Project Officer's letter were copies of letters from the Minister of Ethnic Affairs notifying the Council of its successful submission and another from the President of the Council seeking the co-operation of the organizations to participate in the research. Only one organization responded to the letter. Generally, it was simply inertia on the part of the leaders of the organizations not to respond, but it also became clear that some organizations were suspicious of the Council (two earlier attempts to form an umbrella organistion had failed) and its legality and/or its close links with the Philippines Consulate. Reminder telephone calls and letters were sent, and a response time of 6 weeks (for the quick

ones) and 12-16 weeks (for the slow ones) was a fairly normal waiting period before the interviews took place.

Growth of Organizations

There has been a proliferation of organizations from one in the 1960s - Filipino Association of Victoria Inc., which was initially formed by Colombo Plan and Nursing Students and thus considered to be a professional-type organization, to 3 in the 1970s to a total of 42 in the 1980s. The three in the 1970s are: The Philippine Silayan Dance Academy formed by a mestizo (mixed blood), the Filipino Tradesmen Association of Victoria and the Bosconian Philippines in Australia based on the Don Bosco religious-based trade schools in the Philippines. The latter trade organizations did not want to associate with the professional organizations; thus as early in the history of the Filipino Community organizations there were already signs of a less cohesive and a more divisive community of Filipino organizations. Apart from these four organizations, all other 38 organizations were formed in the 1980s. Admittedly the growth of these organizations coincided with the increase, in sheer numbers, of the Philippine-born migrants to Australia: 4,173 in 1974, 15,431 in 1981 and 33,727 in 1986 (Rasmussen and Gemperle: 1990:1). This increase in population has largely been due to the intercultural marriages between Filipinas and Australians, or, Australians of European-descent and their vigorous sponsorship of parents, siblings and dependent children under the Family Reunion/Concessional Programs of 1982 (Birrell: 1990: 16-20, 34-42). Thus, while the categories of organizations (Table 3) reflect the patterns of Filipino migration (for eg: 8 women, 3 elderly, 1 federation of student/youth organizations) and their regional biases (6 organizations) there is, nevertheless, a proliferation of organizations in Melbourne. A proliferation of Filipino organizations has also been noted in Sydney (Pertierra and Wall: 1988: 470), in

Canada (Chen: 1984: 84) and the USA (Alimirol: 1978, 1986; Pido: 1986:106). As Pido stated in 1986 for the USA:

> There are as many Pilipino organizations in the United States as there are reasons to organize them. . . . There is no organization that has claimed to represent all the Pilipinos in the United States. If there was one it would not be recognized by many Pilipinos (p.106).

Characteristics of Filipino Organizations/Informational Needs:

Table 3 lists the 42 organizations by categories which are not mutually exclusive as a number of organizations fall into other categories as well, eg: culture, community. Tables 4 and 5 list the organizations in alphabetical order/year of establishment. In addition, Table 4 records access to documentation and contacts established, and Table 5 details, where possible, year of incorporation, links to the Council/other bodies, the 3 main activities in priority order (1 = highest) and formalised mutual/international aid. The following discussions will cover all the 3 tables. 23 constitutions (Table 4) of the organizations were examined and, for this paper, only the major common objectives relating to informational needs or the dissemination of information will be discussed.

Social and Cultural Needs: 15 organizations have as an objective to hold social functions for their members. An analysis of the activities (Table 5) provided by the organizations reveals that 22 organizations have ranked "social functions" as an activity (with 12 giving it a high priority). A perusal of minutes and newsletters show that many of the social functions are similar: dinner/dances, discos, picnics, barbeques, snow and casino trips. Many have celebrations at Christmas, Valentines Day, Easter and Philippines Independence Day on 12 June. On the surface, it is easy to dismiss social functions as a soft option activity, but the situation is not as simple as it looks. It was noted earlier that there were more Filipino women than

men and that the number of intercultural marriages was high (80%). Loneliness, the need to meet other Filipinos and to speak Pilipino or a dialect were some of the reasons for the popularity of the social functions. However, it appears, that Filipinas will generally not attend open forums or seminars on matters that may affect them, eg: marital and communication problems (Rau: 1990) and, sometimes they are not allowed to attend these functions. However, they will attend social functions and it is through these informal functions that their concerns are expressed and their informational needs attended to.

12 organizations listed, as an objective, the maintenance and promotion of the Filipino culture, customs and traditions generally, and more specifically to do so in order that the Australian community will have a better understanding of their culture. An analysis of their activities (Table 5) shows that 23 organizations undertake cultural activities. A national cultural activity is the Philfiesta which is held annually in November. The Pangkat Pinoy (choir) generally performs in Churches at Mass and the Dulaang Bayan (Theatre) performs plays with social issues, eg: Illegal Filipino migrants, loneliness of Filipinas in Australia and it attracts a small audience and is basically a one-man organization. The majority of the cultural activities are dancing: although only one organization is listed for dance (Table 3), Philippine Silayan Dance Academy, many organizations, including the elderly groups, have dance groups who perform at social functions.

It is difficult to draw a line between social and cultural activities and need as they tend to overlap or be part of the same activity. Nevertheless, social/cultural activities dominate, and the point that is made is that through these activities and social interaction that informational needs are expressed.

Welfare and Educational Needs: 13 organizations have as an objective, welfare-related activities (eg: self-help, support services, advocacy) and 16 organizations

claim to provide welfare services. In some instances, eg: Federation of Filipino Students, welfare is translated as an overall concern for students. In others, welfare means compulsory mutual aid: the giving of a fixed sum of money to a bereaved member of the organization. The Filipino Koala Family (Subic Bay) and the Filipino Neighbourhood Association of Deer Park are two such examples. The Subic Bay Association draws on members who had earlier worked in the Subic Bay (US) dockyards in the Philippines. A condition for joining the association is a compulsory levy for the provision of a total of $1000 to a bereaved member in the event of death in the family and a total of $2000 to the family should the member of the Association die.

Underlying all the organizations is the provision of informal mutual aid to members and while the aid is usually monetary, often emotional and spiritual support is also given.

The Filipinos are very conscious of the needs of their families and other Filipinos in the Philippines, and supreme importance is placed on the extended families. Remittances back to the Philippines are high and can often be the cause of domestic clashes in intercultural marriages (Rau: 1990) and give rise to further welfare and counselling needs.

Many organizations respond to welfare or educational needs in the Philippines. The Australian Filipino Guidance Association Incorporated has been building water wells in different villages in the Philippines. The Filipino Association of Victoria Inc. and the Philippine Australian Alliance of Women Inc. have contributed financially for hair-lip surgery for destitute children in the Philippines. In one way or another, regional organizations usually send financial contributions to their provinces for agricultural research (Ilongo) or the education of children (Bataan).

Education, as an objective in the constitutions, does not feature significantly with the exception of the Bataan Foundation Inc. which gives scholarships to two students studying at the Trade School in the province of Bataan in the Philippines. Yet, educational activities are listed by 17 organizations. Apart from educational activities, eg: basket weaving/cookery classes, most of the educational activities are welfare related and, in the main, concern Filipinas. The most recently formed organization is The Collective of Filipinas for Empowerment and Development (CFED) which was formed in May 1990. CFED was an off-shoot of SAMPA and grew as a result of three Filipinas being murdered in 1989 after leaving their husbands. The Centre for Filipino Migrant Concerns has a Filipina co-ordinator who works in a refuge home and helps, in particular, the Filipinas. The refuge home, however, is a temporary shelter and many women return to their husbands because of fear, lack of money or shame. The third organization, the Filipino Community Welfare Services Inc., is the only organization to employ a full-time Filipina (government-funded) social worker who attends to at least two cases of domestic violence per week. While clearly the welfare needs of the Filipinas are of paramount importance, the organizations see a greater need to educate the Filipinas to know their rights, to teach them how to access support-systems, to help them to regain their self-confidence and to gain economic independence. In these cases welfare and educational needs are inextricably locked together.

Research-based Needs: Five organizations noted the need to undertake research on the Filipinas, the elderly, youth and on the recognition of their Filipino qualifications in Australia. The issues related to the Filipinas have been touched upon, but what must be singled out for mention are the information/recreation needs of the elderly and the lack of recognition of Filipino qualifications in Australia.

There are two very active elderly organizations, Filipino Australia League of Victoria Inc. and the Filipino Elderly Group. Many of the members of the two organizations are women who have been reunited with their children in Australia. However, they are usually used as domestic help and nannies, and many complain of exhaustion from house-work. Their meetings, usually held at the weekend, are packed and they play music and dance and talk. Of the organizations studied, there is justification for research to be undertaken on the elderly groups and their recreational needs.

The lack of recognition of Filipino qualifications in Australia has been a concern of the Council and the newly formed Association of Filipino Professionals Inc. There are, however, more Filipino trades people and their informational needs regarding the up-dating of their skills are important. There is only one trade association listed, Filipino Tradesmen Association of Victoria. This association has been inactive for two years and splinter groups, mainly those classified as Regional associations (eg: Bataan, Pampangueno, Subic Bay) have been formed. This lack of unity makes it difficult for them to act as a pressure group to lobby for recognition of their skills.

Political Needs: Only one organization - SAMPA - has been actively involved in agitating for political reform in the Philippines. Their concerns are really with social issues in the Philippines and SAMPA has a hard core of followers. Generally the other Filipino organizations are a little wary of SAMPA and its political activity. Some fear that by joining SAMPA, the Philippine government will forbid the sending of remittances to their families. While SAMPA is active politically, it has also played a genuine welfare role in, for example, lawfully helping illegal Filipino migrants or more recently in raising the consciousness of the public on the murder of a Filipina and collecting $5000 for the murdered woman's mother to fly to Australia for the court-case. SAMPA publishes a regular bi-lingual newsletter with news on the Philippines and about the Filipino community in Melbourne.

Information Needs on the Philippines:

Philippine-born migrants in Australia keep close contact with their families in the Philippines and the crisis situation in the Philippines makes them acutely aware of the need for current and reliable information on the Philippines. One organization, Philippine Australian Community of Essendon and Environs Inc. successfully applied for a grant to install a telephone which, when dialled, would give a recorded message on current events in the Philippines. No other organization knew of this project and only members of the organization made use of it. Generally, while the Philippine-born migrants in Australia are anxious for political news about the Philippines, they are not political activists either about political reform in Australia or in the Philippines. They are passive listeners.

Information Dissemination: Apart from the Newsletters produced by the organizations, the Filipino Broadcasting Association, up till April 1990, held the monopoly of disseminating information about the Philippines and the Filipino community in Victoria. Differences between SAMPA and the Broadcasting Association led to a second alternative in broadcasting, ie: using 3CR (Community Radio). SAMPA's claim is that the Broadcasting Association is conservative and pro-Marcos and although the Association claims to be non-political, a one minute silence was observed when Marcos died. But, when an interview on Human Rights in the Philippines was about to go on air, the Convenor switched the tape off as being too political and music was played instead. In the main, the Broadcasting Association makes community annnouncements and plays a lot of light music, and reports news on the Philippines, but what is selected for reporting is not known.

Library Needs:

Given that the organizations interviewed noted the importance of the maintenance and development of Filipino culture, customs, traditions and language, and their love

of music and need for news on the Philippines, contact was made with the libraries in whose localities 200 or more Philippine-born migrants lived. Eight municipal libraries and the State Library of Victoria were contacted to find out what Filipino materials were stocked in the libraries. The municipal libraries did not stock any books in Tagalog or the Pilipino language (with the exception of 1 library which has the Concise English/Tagalog Dictionary). Neither did the libraries stock Filipino newspapers or music (although some libraries mentioned that they had Spanish music!). With the exception of one library which had one request for Filipino books about two years ago, none of the libraries had been approached for any materials. The only library that was approached for books in Tagalog borrowed some books from the State Library of Victoria, External Services Division's collection. This collection has 25-30 books in Tagalog. The State Library has plans to build up collections in some Asian languages (Tagalog is one) if and when the funding comes through. It would appear that priority should be given to the purchase of newspapers (airmail) and music rather than books.

Conclusion:

This paper has noted the growth of the Filipino population and their community organizations in Melbourne. (A conspicuous absence is that of Catholic-based organizations: the only religious-based organization, the Filipino Christian Fellowship, is a Baptist organization for born-again Christians).

It is difficult to know why there are so many Filipino organizations, albeit, the larger the number of Filipinos the larger the number of organizations but Almirol claims that it was probably due to the American Occupation (1898-1946), the introduction of the public school system and the encouragement given by the Americans to form clubs (1986: 46). Whatever the reason, while the organizations provide a social-framework for inter-personal relationships, the formation of so many organizations

or splinter groups does not portray them as a united ethnic block. The Filipino community in Melbourne has some powerful leaders, who if given united support, can articulate their needs forcibly, but the community as a whole, is suspicious of the leaders who perform well.

Apart from a fragmentation of the organizations the community is divided between those married to Europeans and those married to Filipinos. Whereas, a normal custom on meeting a Filipino was to establish the province in the Philippines that the Filipino came from, it appears that there is a greater need now to establish whether one is married to a Pinoy (Filipino) or Puteh (white). For example, the eight women's organizations listed are divided between those dominated by male Caucasians who run efficient organizations and are concerned about the sensationalism and exploitation of the Filipinas and those run by vocal Filipinas. It is too early to say whether the organizations run by the Filipinas will have a major impact on those Filipinas experiencing marriage problems. Sadly, there is no cooperation amongst the eight organizations.

As long as the community is divisive, it is unlikely that any of their informational needs, as given in this paper, will be met by government grants. Faced with severe cuts in social services the government pays greater attention for requests for grants from organizations representing a large number of organizations or an organization representing a sizeable number of members. Filipino organizations have small membership - due to the fragmentation of the organizations. The Council, which in 1988, claimed to represent 34 organizations and has tried to keep the community united, has, as of June 1990, only three paid up organizational members. If this trend continues, the informational needs of the Filipino community can only be met by short-term ad hoc methods and as an ethnic group have little political power.

REFERENCES

Alimoral, Edwin B. (1986) "Filipino Immigrants and Voluntary Associations" Philippine Studies, 34: 41-60.

Alimoral, Edwin B. (1978) "Filipino Voluntary Associations: Balancing Social Pressures and Ethnic Images" Ethnic Groups 2: 65-92.

Birrell, Robert (1990) The Chains that Bind; Family Reunion Migration to Australia in the 1980s. Canberra, AGPS.

Chen, Anita Beltram (1984) "Social Demography of Filipinos in Canada: Trends and Changes". In Asian Canadians: Aspects of Social Change. Selections from the Proceedings Asian Canadian Symposium V1. University of Guelph, Ontario. 6-8 June 1984. Edited by K.V. Ujimoto and J. Naidoo. pp.72-89.

Department of Immigration, Local Government and Ethnic Affairs (1988) Asian Immigration (Statistical Note No.36) DILGEA.

Pertierra, R. and D. Wall (1989) "Filipinos" In Encyclopaedia of the Australian People. Edited by James Jupp. Canberra, Research School of the Social Sciences. ANU. pp.467-470.

Pido, Antonio J.A. (1986) The Pilipinos in America: Macro/Micro Dimensions of Immigration and Integration. New York, Center for Migration Studies.

Rasmussen, Radha and Marianne Gemperle Compilers (1990) A Profile of the Filipino Community in Victoria and Australia - 1986. Filipino Community Council of Victoria Inc. 1990.

Rau, Christine (1990) "Cultural gap a key problem for Filipinas". The Age 16 June 1990.

Victorian Ethnic Affairs Commission. Division of Research and Policy (1986). Information Paper 10: The Population of Victoria According to Birthplace and Language. VEAC.

TABLE 1 : Distribution of Philippine-born in Australia: by State (1986)

State	No. of Filipinos	%
New South Wales	16.589	49.2
Victoria	7 295	21.6
Queensland	4.519	13.4
Western Australia	2.007	6.0
South Australia	1.511	4.5
Northern Territory	908	2.7
Australian Capital Territory	533	1.6
Tasmania	348	1.0
Total:	33.720	100%

Source: Australian Bureau of Statistics (1988) CDATA 86, Space-Time Research Pty. Ltd. Melbourne.

TABLE 2a: Number of Philippine-born compared to total population in Australia by sex (1986)

Total	Total Australian population	Philippine-born in Australia	Philippine-born as % of total popn.
Males %	7.768313 49.8%	10.380 30.8	0.1
Females %	7 833.843 50.2%	23.347 69.2	0.3
Total %	15 602.156 100%	33.727 100%	0.2

TABLE 2b: No. of Philippine-born in Victoria compared to total population in Victoria - by sex (1986)

1986	Total population in Victoria	Philippine-born in Victoria	Philippine-born as % of total Victn Population.
Males %	1 991 469 49.5	2.414 33.1	0.1
Females %	2.028.009 50.5	4.883 66.9	0.2
Total %	4 019 478 100%	7.297 100%	0.2

Source: Victorian Ethnic Affairs Commission Division of Research and Policy, Information Paper, 10: The Population of Victoria according to Birthplace and Language (1986). VEAC pp 2-3.

07/10 13:21 7211037 #17

TABLE 3 : [illegible]
(1989-1990) Categories

Based on: Local Government Areas (Melbourne): (4)

1. Broadmeadows Filipino Association
2. Filipino Australia Brunswick Society
3. Filipino Cultural & Welfare Society Inc. (Preston/Reservoir)
4. Filipino Neighbourhood Association of Deer Park

Philippine-Australian Community of Essendon & Environs Inc.

Sea People Centred Women

Based on Regions/Institutions in the Philippines: (6)

Regions

5. Australian Visayan Association of Victoria Inc.
6. Bataan Foundation Inc.
7. Filipino Koala Family (Subic Bay)
8. Ilongo Association of Victoria Inc.
9. Pampangueno Ciuc Inc.

Institution

10. Bosconian Philippines in Australia

Based on Activities: (17)

Cultural: (4)

11. Dulaang Bayan Inc. (Theatre)
12. Pangkat Pinoy (Choir)
13. Philippine Fiesta of Victoria Inc.
14. Philippine Silayan Dance Academy

Media: (1)

15. Filipino Broadcasting Association

Political: (2)

16. Filipinos for Justice and Peace
17. SAMPA

Religious: (1)

18. Filipino Christian Fellowship

Sports: (5)

19. Austral-Asian Golf Club
20. Filipino Tenpin Bowling
21. Filipino Westerners Bowling League
22. Philippine Australian Tennis Association of Vic.
23. Philippine Sports Club of Melbourne Inc.

Welfare: (1)

24. Filipino Community Welfare Services Inc.

Work Related: (3)

25. Association of Filipino Professionals Inc.
26. Filipino Nurses Association
27. Filipino Tradesmen Association of Victoria

People Centred: (12)

Community: (2)

28. Filipino Community Council of Victoria Inc.
29. Filipino Association of Victoria Inc.

Elderly: (3)

30. Filipino Australia League of Victoria Inc.
31. Filipino Australian Senior Citizens of Victoria
32. Filipino Elderly Group

Students: (2)

33. Federation of Filipino Students in Victoria
34. Filipino Youth Association

Women: (8)

35. Australian Filipino Guidance Association Inc.
36. Centre for Filipino Migrant Concerns
37. Filipino Australia Friendship Society
38. Luzviminda
39. Philippine Australian Community of Essendon & Environs Inc.
40. Philippine Womens League
41. Philippines Australian Alliance of Women Inc.
42. The Collective of Filipinas for Empowerment and Development

BEST COPY AVAILABLE

TABLE 4: Filipino Community Organisations in Melbourne: Access to Records & Contacts established (Questionnaire/Interviews)

Filipino Community Organizations in Melbourne/Year of Establishment.	Access To			Contacts	
	Constitution/ Objectives	Minutes	Newsletter(s)	To Administer Questionnaire	For Interview(s)
Association of Filipino Professionals Inc. (1989)	Yes	To be read only '89-90	Yes: 1 only	Whole Committee	Whole Committee
Austral-Asian Golf Club (1985)		Asked to be excluded: too informal. Specifically to play golf.			Telephone interview only.
Australian Filipino Guidance Assoc. Inc. (1983)	Yes	Yes. Missing Aug.'84 - Sept.'85	Yes	5 members	Whole committee
Australian Visayan Assoc. of Victoria Inc. (1989)		Asked to be excluded for the moment telephone discussion			
Bataan Foundation Inc. (1984)	Yes	Yes. some 1985-1986; 1989	v.1 no.1 only March '88	Whole committee	Whole committee
Bosconian Philippines in Aust. (1979)	No	Yes, some 1988, Jan. 1989 only.	N/A*	President only.	Committee
Broadmeadow Filipino Assoc. (1984)		Asked to be excluded. Too informal.			Telephone interviews only.
Centre for Filipino Migrant Concerns (1987)	N/A*	Yes, some 1987-1988	N/A	Co-ordinator only	Co-ordinator only.
Dulaang Bayan Melbourne Inc. (1987) Theatre Group	No	No	No	President only	President only
Federation of Filipino Students in Vict. (1989)	Yes	Unseen	Yes. 1989-90	5 committee members	President & Committee

* = Not Applicable

Table 4 (Cont'd)

Filipino Community Organizations in Melbourne/Year of Establishment.	ACCESS TO:			CONTACTS	
	Constitution/ Objectives.	Minutes	Newsletter(s)	To Administer Questionnaire	For Interview(s)
Filipino-Australia Brunswick Society (1989)		Telephone	contact made:	not ready as yet	
Filipino Assoc. of Victoria Inc. (1962)	Yes	Yes: some 1977-1985; 1986-1989	Yes	3 committee members	Whole committee
Filipino Australia Friendship society (1981)	No	Yes, but only a few kept, 1986-87	No	No	Current President & Past President
Filipino Australia League of Victoria Inc. (1988)	Yes	Yes, but unseen	N/A	Whole committee	Whole committee
Filipino Australian Senior Citizens of Victoria (1989)		Ceased to exist.	Telephoned.		
Filipino Broadcasting Association (1987)	N/A	Yes, some. 1987-1988	N/A	2 committee members	Did not meet.
Filipino Christian Fellowship (1988)	N/A	Not kept.	N/A	Chairman	Did not meet.
Filipino Community Council of Victoria Inc. (1988)	Yes	Yes, 1988; 1989-1990.	N/A	6 committee members	Whole committee
Filipino Community Welfare Services Inc. (1981)	Yes	Yes, 1989-90	A few undated	5 committee members	President
Filipino Cultural and Welfare Society Inc. (1989) (Preston/ Reservoir)	Yes	Yes, to be read only with secretary present. Later: denied	N/A	Who. Committee	Whole committee
Filipino Elderly Group (1984) Project of FCWS.	N/A	Yes, 1988 and some '89	N/A	Whole committee	Whole committee
Filipino Koala Family Subic Bay (1982)	Yes (old)	Yes, but only a few 1988 available.	N/A	Whole committee	Whole committee

BEST COPY AVAILABLE

Table 4 (Cont'd)

Filipino Community Organizations in Melbourne/Year of Establishment	ACCESS TO:			CONTACTS	
	Constitution/ Objectives.	Minutes	Newsletter(s)	To Administer Questionnaire	For Interview(s)
Filipino Neighbourhood Association of Deer Park (1981)	Yes	Yes, only 1 Jan. 1990 available.	N/A	Whole committee	Whole committee
Filipino Nurses Assoc. of Victoria. (1983)		Asked to be	excluded: Too	busy to meet.	Telephoned
Filipino Tenpin Bowling Club (1983)	Yes	Yes, but mainly bowling fixtures.	N/A	President	President
Filipino Tradesmen Assoc. of Victoria (1975)	No	Yes, but few available.	Yes, some old ones only. N/A from 1988	3 committee members	Could not arrange to do so. President too busy.
Filipino Westerners Bowling League (1985)		Asked to be	excluded. Very	informal.	Telephone interview only.
Filipino Youth Assoc. (1989) Project of FCWS	Yes	Yes, 1989	N/A	Committee	Committee
Filipinos for Justice and Peace (1986)		Ceased to	exist.		Ex-President
Ilongo Association of Victoria Inc. (1986)	Yes	Yes 1990	N/A	Committee	Committee
Luzviminda (1988) Project of FCWS	Yes	Yes, but only a few avail. for 1989	1 only: Dec. '87	3 committee members	committee
Pampangueno Club Inc. (1988)	Yes	Yes. Censored		President only	committee
Pangkat Pinoy (1987) Filipino Choir		Asked to be	excluded. Meet	for singing only	Telephone cal only.
Philippine-Australian Community of Essendon and Environs Inc. (1984)	Yes	Yes, 1986-89	N/A	3 committee members	Whole committee

Table 4 (cont'd)

Filipino Community Organizations in Melbourne/Year of Establishment.	ACCESS TO:			CONTACTS	
	Constitution/ Objectives.	Minutes	Newsletter(s)	To Administer Questionnaire	For Interview
Philippine Australian Tennis Assoc. of Victoria (1981)	Yes	Yes. Mainly booking for matches.	N/A	A committee member	Not met
Philippine Fiesta of Victoria Inc. (1983)	Yes	No	No	Secretary	Whole committee
Philippine Silayan Dance Academy (1974)		Asked to be dance group.	excluded.	Strictly a dance	Telephone interview only.
Philippine Sports Club of Melbourne Inc. (1984)	Yes	No	N/A	Past and current Presidents	Committee
Philippine Women's League (1982)		Ceased to exist.			Ex-Presid
Philippinas Australian Alliance of Women Inc. (1988)	Yes	No	N/A	4 committee members	Whole committee
SAMPA - Samahan Ng Mga Philipino Sa Australia (1982)	Yes	Yes, some for 1984-85; 1989	Yes, some for 1984, 1988	6 committee members	Whole committee
The Collective of Filipinas for Empowerment and Development (1990 May)	Yes	Yes	N/A	A committee member	A committee member

Table 5: Filipino Organizations in Melbourne (1969-1990) and year of Establishment (a), Year Incorporated (b), Linked to Filipino Community Council of Victoria - FCCV and/or Other Organizations (c); Activities (d); Formalized mutual or international Aid to the Philippines (e).

Filipino Organizations in Melbourne Year Established (a)	Year (b)	Linked To (c)		ACTIVITIES (d)									AID (e)	
	Incorporated	FCCV	Other Organizations	Cultural	Educational	Political	Religious	Social	Sporting	Welfare	Work/ Employment	Other	Formalized/ Mutual	To Philippines
1. Association of Filipino Professionals Inc. (1989)	1989	No	No	3	2						1		No	No
2. Austral-Asian Golf Club (1985)	No	Yes	?					2	1				No	No
3. Australian Filipino Guidance Assoc. Inc. (1983)	1983	Yes	No	3				1		2			No	Yes
4. Australian Visayan Assoc. of Victoria Inc. (1989)	1989	No	No	Not included in survey - Declined for the moment.										
5. Bataan Foundation Inc. (1984)	1986	Yes	No	3	14 (Philippines)					2			No	Yes
6. Bosconian Philippines in Australia (1979)	No	Yes	Yes				2	1		3			?	?
7. Broadmeadows Filipino Association (1984)	No	?	No					1					?	?
8. Centre for Filipino Migrant Concerns Project (1987) - Uniting Church of Aus.	N/A+	No	Yes		1			3		2			*NR	*NR
9. Dulaang Baran Melb. Inc. (1987) - Theatre Group.	1988	Yes	Yes	1	2	3							No	No
10. Federation of Filipino students in Victoria (1989)	No	?	No	2	3	3				1			No	
11. Filipino-Australia Brunswick Society (1989)	No	?	No	Telephone contact made; not ready as yet									-	
12. Filipino Assoc. of Victoria Inc. (1962)	1982	No	No	2				1		3			No	
13. Filipino-Australia Friendship Society (1981)	No	?	No	3				1	2				-	
14. Filipino-Australia League of Victoria Inc. (1988)	1988	No	No	1				2		3			-	
15. Filipino-Australian Senior Citizens of Vic. (1989)			Ceased to exist											
16. Filipino Broadcasting Assoc. (1987)	1989	?	Yes	2	3							1 (Broadcasting)	No	
17. Filipino Christian Fellowship (1988) - Baptist	No	No	Yes	3	2		1						Not Ye	
18. Filipino Community Council of Vict. Inc. (1988)	1990	N/A	Yes		2						3	1 (Immigration)	No	
19. Filipino Community Welfare Services Inc. (1981)	1984	Yes	No	2	3					1			No	

See also 21,28,31

+ NA = Not Applicable
*NR = Not Relevant

Filipino Organisations in Melbourne Year Established (a)	Year (b)	Linked To (c)		ACTIVITIES (d)										AID (e)	
	Incorporated	FCCV	Other Organizations	Cultural	Educational	Political	Religious	Social	Sporting	Welfare	Work/ Employment	Other		Formalised/ Mutual	To Philippines
20. Filipino Cultural & Welfare Soc. Inc. Preston/ Reservoir (1989)	1989	No	No	2				3		1				No	No
21. Filipino Elderly Group (1984) Project of 19: FCWS	-	?	Yes	3	2			1						No	No
22. Filipino Koala Family Subic Bay (1982)	No	Yes	No					1	3	2				Yes	?
23. Filipino Neighbourhood Assoc. of Deer Park (1981)	No	No	No					1	3	2				Yes	?
24. Filipino Nurses Assoc. of Vict. (1983)	No	?	?	Not included in Survey					Too busy to meet						
25. Filipino Tenpin Bowling Club (1983)	No	Yes	Yes	2				3	1					No	No
26. Filipino Tradesmen Assoc. of Victoria (1975)	No	No	No					3	2		1			No	No
27. Filipino Westerners Bowling League (1985)	No	No	?					2	1					No	No
28. Filipino Youth Association (1989) Project of 19: FCWS	No	?	Yes	3				1	2					No	No
29. Filipinos for Justice and Peace (1986)	No	Ceased to exist													

Filipino Organisations in Melbourne Year Established (a)	Year (b)	Linked To (c)		ACTIVITIES (d)										AID (e)	
	Incorporated	FCCV	Other Organizations	Cultural	Educational	Political	Religious	Social	Sporting	Welfare	Work/ Employment	Other		Formalised/ Mutual	To Philippines
30. Ilongo Assoc. of Vict. Inc. (1986)	1989	Yes	No	2				1						No	Yes
31. Luzviminda (1988) Project of 19: FCWS	-	?	Yes	2	3					1				No	No
32. Pampanguano Club Inc. (1988)	Yes	Yes						1	2					No	Yes
33. Pangkat Pinoy (1987) Filipino Choir	No	Yes	No	1			2	3						No	No
34. Philippine-Australian Community of Essendon and Environs Inc. (1984)	1984	No	No	2				1		3				No	Yes
35. Philippine Australian Tennis Assoc. of Vict. (1981)	No	No	Yes					2	1					No	No
36. Philippine Fiesta of Victoria Inc. (1983)	1988	No	No	1										No	No
37. Philippine Silayan Dance Academy (1974)	No	Yes	?	1										No	No
38. Philippine Sports Club of Melbourne Inc. (1984)	1985	Yes	No	2				3	1					No	No
39. Philippine Women's League (1982)	No	No	No	Ceased to exist											
40. Philippines Australian Alliance of Women Inc.(1988)	1989	No	Yes	3	2						1			No	Yes

Filipino Organisations in Melbourne Year Established. (a)	Year (b)	Linked To (c)		ACTIVITIES (d)									Remitted/ Mutual	To Philippines
	Incorporated	FCCV	Other Organizations	Cultural	Educational	Political	Religious	Social	Sporting	Welfare	Work/ Employment	Other		
41. SAMPA-Samahan Ng Mga Pilipino Sa Australia (1982)	No	No	No		1	1				2			Yes	Yes
42. The Collective of Filipinas for Empowerment and Development (1990)	No	No	No		1							1 Development of Filipinas	No	No

Source : Based on interviews/questionnaire responses by the Organizations to Radha Rasmussen, Project Officer Filipino Community Council of Victoria for the Victorian Ethnic Affairs Research Grant Project, 1989-1990.

BEST COPY AVAILABLE

IFLA GENERAL CONFERENCE STOCKHOLM 1990

Division: SERVING TO GENERAL PUBLIC

Section/RT: LIBRARY SERVICES TO MULTICULTURAL POPULATIONS

110-MCULTP-2-E

Multicultural Librarianship in Japan

KAWAMURA, Hiroshi

University of Tokyo Library

ABSTRACTS

The neglect of library needs of both 700,000 Korean residents in Japan and Japan's indigenous population, Ainu, by public libraries is discussed. The author made a nationwide research on multicultural library services in 1988 on behalf of the Japan Library Association. Findings of the survey and the recent advancements in the related field of services are reviewed. Suggestions of international cooperation, bibliographies and sources of information are provided.

IR053479

For internal use only:

Meeting No: 132

SI: yes/no

A paper submitted to 56th General Conference of International Federation of Library Associations and Institutions in Stockholm on August 22, 1990.

Multicultural Librarianship in Japan

Hiroshi KAWAMURA
Member of Standing Committee
of Section of Libraries for the Blind/IFLA
University of Tokyo Library.

"A sense of discrimination and even racism against Korean neighbors in our community dies hard and often demonstrates itself as an expression of deplorable insensitivity to our responsibility for the past."

--- *The Japan Times.* May 26, 1990.

1. An experimental approach of Ikuno Library

Approximately 70% of foreign residents in Japan are Korean citizens. More than 8 people out of 1000 residents in Japan, in average, are of Korean origin. In Osaka Prefecture, which has the largest population of Korean origin, 36 individuals out of 1000 residents are Koreans. In one of the wards of Osaka City called Ikuno-ku, in particular, we can find more than 200 permanent residents with Korean nationality out of every 1000 residents.[1]

I could find out only one public library which has a collection focusing on library needs of Korean residents after I have done a survey on multicultural library services throughout the country on behalf of the Japan Library Association.

The Ikuno Library, a branch of Osaka City Library, locates near a "Korea Town" in Ikuno-ku, Osaka City. According to Mr. H. Kiryu,[2] a librarian involved in services to Korean readers, at the beginning of his work in Ikuno Library, he did not aware of foreign residents although there was a large

Korean community nearby the library. Of course, he did not imagine of the lack of library services to Koreans.

During 1987, the fingerprinting requirements issue raised by residents with foreign nationalities,[3] together with Seoul Olympic Games, made the librarians of Ikuno Library aware of the Korean residents around them. The library met a lot of users who looked for books on the fingerprinting issue, sources of the history of Koreans in Ikuno-ku, information on Korean language schools, Korean newspapers, etc.

Since the library could not meet these requests sufficiently at that time, Mr. Kiryu visited a small private library operated by volunteers[4] and a book store concentrating on Korean books called Seoul Shorin. Through these visits, he became aware of the profound problems, including the crisis of self identity, to which the second and the third generation of Korean residents, who were born in Japan and are expected to be living in Japan permanently, are facing.

The majority of the third generation Korean residents' first language is Japanese. Korean children with good Korean language, who are very few, have no chance to make use of it. The majority of Korean children attend public elementary schools (6 years) or junior high schools (3 years) administrated by local governments where they cannot find any chance to know Korean language nor Korean culture.[5] Brides coming from Korean Peninsula recently encounters the barrier of the language and the culture as well.

Having found these facts, librarians of Ikuno Library reached to a decision to set up a small library collection on Korea or in Korean language called "Korean Books Corner".

It was June 1, 1988 the first experimental public library service specially intended to serve to Korean residents in Japan was launched. At the beginning, the collection consisted of total 700 volumes including only 50 volumes in Korean. It has grown up to 1200 volumes, out of which 200 volumes are in Korean. Once the "Korean Books Corner" has started, a stream of requests of books on Korea turned into visible. Before it opened, there was no requests on such topics at all.

Mr. Kiryu points found out that "disregarded was the library".[6]

2. Invisible library needs of Korean residents.

Japan's colonial rule of Korean Peninsula during 1910-1945 brought millions of Koreans to Japan.

They were sent to battle fields as Japanese soldiers, were killed in Hiroshima and Nagasaki by Atomic bombs, and were exposed to the harsh discrimination and prejudice which were systematically strengthen by the Emperor-State Government. Any public schools both in Japan and in Korean Peninsula never provided with education in Korean except for unofficial night schools supported by conscious Japanese who were going to be totally oppressed during the War.[7,8]

Public libraries throughout the country were organized by the Ministry of Education to lead the public to the "proper" thought of the superiority of the Emperor-State heritage. None of Japanese public libraries had an opportunity of meeting the needs of Koreans who eagerly wanted to keep their own language, own scripts, own cultural heritage and the self-identity.[9,10]

It is said that there were 2,300,000 Korean people lived in Japan when Imperial Japan was defeated in 1945. Most of them succeeded in going back to their homeland, but about 600,000 Koreans could not leave Japan. These Koreans had Japanese nationality until the conclusion of the Peace Treaty with Japan in 1952, when the Korean residents were deprived of their Japanese nationality without any choice.[11]

Even after World War II, Korean schools were not accredited as normal schools by the Japanese government. Moreover, Korean schools which rent facilities from local governments were forced to close by the order of the General Head Quarter of Allied Powers and the Japanese government in 1948. A 16 years Korean boy was shot and killed by police on April 26, 1948 in front of the Osaka Prefectural Office when Koreans requesting negotiation on their schools were attacked by police troop armed with guns. To date, there are approximately 160 Korean schools including one university managed by Korean in Japan.[12] They are not accredited but treated as "miscellaneous schools" still now.[13]

According to the findings of a survey on Korean citizens living in Kanagawa Prefecture at the end of 1984,[14] more than 90% of Koreans have both a Korean name and a Japanese name. More than 70% Koreans were afraid of, or had experiences of, the racial discrimination against Koreans in the classroom and/or on the way to school. Usage of the Japanese name is a measure of self-protection by which he or she may hide their ethnic background in order to avoid unbearable attacks of racial discrimination. The reality of both visible and invisible discriminations against Koreans in all aspects of the social life such as employment, education system including library services, marriage,

housing, etc., have been discouraging them to develop the ethnic identity.

Professor Kim, who is the first Korean Professor with tenure for life in a Prefectural University in Japan, pointed out that the exceptionally high rate of suicide among Korean residents in Osaka Prefecture is a result of the loss of self-identity caused by the discrimination against Koreans. He, therefore, appeals to Korean brothers and sisters living in Japan to purchase books written by Korean residents in Japan in order that they may share their identity and that they may express their feelings, agony, and discriminations through mass-media.[15] I found Professor Kim also had not been counting on public libraries at all when I talked him in 1988.

Hence, I may summarize that, although there are several private libraries managed by Koreans, there existed no public library services intentionally meeting the needs of Korean residents, who are struggling for self-identity within a severely discriminatory society until the first experimentally developed public library service to Korean users of Ikuno Library was launched in June 1988.

3. A Survey on Multicultural Library Services.

52nd General Conference of IFLA held in Tokyo in 1986 approved professional resolutions on promotion of library services to multicultural populations in Japan.[16] After the IFLA General Conference, a lot of librarians and library school professors positively referred to the impact of the resolutions.

In response to an inquiry on the follow up of the resolutions, Japan Library Association reported, to the chairman of the Section of Library Services to Multicultural Populations/IFLA in March 1988, that they were going to send a questionnaire on multicultural library services to libraries throughout the country.[17]

Thus, I was asked to make a questionnaire immediately to identify the library services to multicultural populations at the moment on behalf of the Japan Library Association. Considering the fact that an average librarian did not aware of the library needs of minority residents in the society, I put a short interpretation in Japanese context of the concept of multicultural library services as an introduction to the questionnaire as follows:

Within our society, approximately 900,000 foreign people of 140

nationalities including 700,000 Koreans are living today. Both refugees from Indo-China and relatives of Chugoku Kikoku-Koji [a lot of Japanese children brought up in China by Chinese parents-in-law after the World War II are coming back to Japan recently] are included in foreign residents as well. The number of students and workers from abroad is growing rapidly. We also have 3 million of travellers and crews from overseas each year.

People with Japanese nationality also have various ethnic and cultural backgrounds. Associations of Ainu, who are the indigenous people of Japan, are claiming of the eradication of severe prejudice and discrimination against them, and they also pay a lot of effort to keep their language and cultural heritage. Chugoku Kikoku-Koji and Japanese children who adapted themselves to a "foreign" community where they have grown-up, and who have been using a language other than Japanese, are facing to a profound problem caused by the difference of the language, the social system and the custom in everyday life. Those who have naturalized or those who have parents of different nationalities each other have to overcome, more or less, the crisis of self-identity caused by the different cultural background.

Thus, those people facing to the prejudice and the discrimination, in addition to the language problem and the cultural problem alike, because of their ethnic or cultural background, are believed to have various library needs in particular. For the majorities of the society, the right understanding of cultures and their background of minorities without prejudice, together with knowledge of the languages of minorities, is the basis of the true international cultural exchange. Thanks to the evolution of the means of transportation and telecommunication, as we send 6 millions of people to overseas each year today, we must break from the convention in order to construct a society in which individual cultural heritages are respectfully coexisting.

IFLA defines the library services meeting such needs as Multicultural Library Services and approved resolutions on promotion of Multicultural Library Services in Japan at its General Conference in Tokyo.

The purpose of this survey is to identify the status quo of the

Multicultural Library Services in Japan.[18]

The questionnaires were sent in April 1988 to all public libraries and university & college libraries throughout the country except for branch libraries. I received 1,992 responses, and the response rate was almost 100%.

4. Findings of the survey of 1988.

Findings of the survey which was carried out as a supplementary survey to *Nippon no Toshokan [Annual Statistics of Libraries in Japan]* are as follows:[19]

(1) The most striking result is the fact that 55% of public libraries answered that they have no foreign users in spite of the fact that there are no municipalities in the country which do not have residents of foreign origin. Public libraries in Osaka and Tokyo show the highest rate, approximately 80%, of awareness of foreign users.

(2) Less than 3% of public libraries had prepared user's guide in languages other than Japanese. The languages used in the guide were English, German, Chinese and French. Not a single public library did offer a user's guide in Korean.

(3) Less than 3%, again, of public libraries had signposting or notices for the user in English in the library. No other foreign languages were found.

(4) Less than 1% of public libraries had a program of continuing education designed to enrich the ability of conversation of their staff librarian in languages other than Japanese.

(5) Only 10% public libraries answered to accept the application for an employment of people without than Japanese nationality. However, more than 50% of public libraries in Osaka Prefecture may employ librarians of foreign nationality. There is no laws or regulations which denies public libraries to employ librarians without Japanese nationality. The questionnaire did not ask the actual number of librarians of foreign origin because it seemed be too sensitive to ask the number of librarians with foreign nationality. I estimate very few, or none, Korean librarians are working in public libraries.

(6) Approximately 1% of public libraries had guidelines relating to the multicultural library services.

(7) 4% of public libraries answered that they got requests from foreign users.

Among 39 responses which described the details of the requests, most requests were concerning to European languages, the rest were related to Chinese.

(8) The analysis of library materials in languages other than Japanese showed that 45% of public libraries had some library materials of foreign language, and that 29% of total public libraries were aware of foreign users and held materials in foreign languages. That is to say, 16% of public libraries were aware of foreign users but did not hold any form of materials of foreign languages.

(9) An analysis on Korean language collections told us that less than 4% of public libraries added some sort of materials in Korean to its collection in fiscal 1987. Korean Books: 20, Korean Journals: 7, Korean Newspapers: 2, Korean Audio-Visual Materials: 11. These figures are the net number of libraries which added respective forms of materials to their collection out of responded 1147 public libraries.

(10) Throughout the responses, there was no answer describing on our indigenous population, Ainu, although there were several broader questions which may include services to minorities other than foreign residents.[20]

(11) 845 responses from university and college libraries, junior college libraries and technical college libraries showed that they were aware of the presence of foreign users (88% among university and college libraries) and obviously they had a large number of foreign materials. Since almost separated from the general public, they are concentrated on to students from abroad at best. I must abandon to go further on university and college library in this paper on account of our limited time for the session although meeting the needs of students from abroad is another subject of importance to be fully discussed.

5. Conclusion

Majority of Korean residents in Japan usually use the Japanese name to hide their nationality so that they may avoid unbearable attack of discrimination and prejudice because they are not distinguished from Japanese by their physical looking.[21] Naturalization is not so difficult for them but most of Koreans refuse to naturalize because of various reasons.[22] Most of them are going to live in Japan as Koreans.

Determined Koreans has been struggling to develop their ethnic identity and encouraging Koreans to use their own Korean name. After Japan's ratification of the International Covenants on Human Rights in 1979 which caused a series of rapid changes in Japanese laws,[23] these movements have been obviously being encouraged. I believe that the library needs of Korean residents is, keeping pace with the development of their ethnic identity, getting visible.

The impacts of the resolutions of Section of Library Services to Multicultural Populations in 1986 urged conscious librarians to examine their work from the viewpoint of minorities in the society, and made them aware of the lack of multicultural library services in the country.

The past three years is the dawn of multicultural librarianship in Japan because the following advances in addition to the services of Ikuno Library are noticed.

Japanese translation of *Multicultural Communities: Guidelines for Library Service* was published by Asian Center 21 in Osaka. Revised standards for public libraries included services for minorities and foreign residents.[24] Private libraries dedicating to library needs of Korean residents managed by Koreans have been introduced to librarians through journals.[25] The first seminar on multicultural library services was held in Osaka in September 1989.[26] And *Tabunka Service Network*, a Japanese journal dedicated to multicultural library services, has been founded by Prof. Y. Fukai of Hannan University in Osaka.[27]

An excellent museum on Ainu cultural heritage and a private library for children established by Ainu was vividly reported on *The Library Journal*.[28] For Ainu population, the Rekishigaku Kenkyukai [History Researchers' Association] adopted a resolution calling for the passage of the new law. "The Declaration said since the late 19th century the Japanese government has forcibly taken over the Ainu's traditional territory, 'depriving them of their racial dignity'".[29]

Finally, I would like to stress, in particular, the importance of international cooperation to develop multicultural library services in each country. The positive impact of the professional resolutions on encouragement of multicultural library services in Japan at IFLA Tokyo General Conference is one of the solid evidence of the efficiency of international cooperation through IFLA.

The Section of Libraries for the Blind of IFLA, the Japan Association of Libraries for the Blind and the Japan Library Association are going to hold an

Asian Seminar on Library Service to the Visually Handicapped in Developing Countries in Tokyo in late January 1991. The seminar will provide librarians from Asian developing countries with a basic training course on library services to the visually handicapped by professional session leaders from various countries, and discussion sessions on guidelines of assistance to developing countries including collection development, copyright clearance and international interlibrary loan. The Seminar is anticipated not only by people serving to visually handicapped but also by librarians hoping to provide minorities in the society with talking books in their heritage languages.[30] In addition, people struggling for literacy in both developing and industrialized countries become aware of the importance of recorded materials during the International Literacy Year 1990.

I am confident of the new horizon, which will be opened to us by the success of the IFLA Asian Seminar, of library services to meet the needs of multicultural populations in both Japan and other coutries, including the visually handicapped or the illiterate.

[NOTES]

1. Ministry of Justice. *Zairyu Gaikokujin Tokei [Statistics on Alien Residents].* Tokyo, Okurasho Insatsukyoku, 1988.

2. Kiryu, Hideto. "Zainichi Kankoku Chosenjin eno Toshokan Service" [Library Services to Korean Residents] in *Yomu Jiyu to Toshokan Katsudo - Dokusho Shakai o Mezashite - [Freedom to Read and Library Activity; for the Society of Reading] (Toshokan to Jiyu. No.11)* ed. by Nihon Toshokan Kyokai Toshokan no Jiyu ni Kansuru Chosa Iinkai. Tokyo, Nihon Toshokan Kyokai, 1990. pp97-102.

3. Lie, John. "The Discriminated Fingers: the Korean Minority in Japan". *Monthly Review*, January 1987. pp17-23.

4. One of the private libraries serving for those who want to know Korean or Asian culture called "Ikaino Chosen Tosho Shiryoshitsu" [Ikaino Korean Materials Center] was established on a voluntary basis by teachers and students of Osaka University of Foreign Language in 1977. Although its lending section is closed at the moment because of administrative reasons, its Korean Language Class has been teaching Korean language for Koreans and Japanese alike. Asia Center 21 in Osaka, whose General Secretary is Mr. K. Sakaguchi, a member of the Standing Committee of the Section of Library services to Multicultural Populations/IFLA, has a library holding some 20,000 titles of collection on Asia. Kinshu Bunko in Hyogo and Seikyu Bunko in Osaka are libraries with good collection on Korea and they are

open to the public nevertheless they are privately established by Koreans.

5. There are 8 elementary schools providing extracurricular Korean-language-lessons in Osaka area according to a newspaper. (*The Japan Times*, May 14, 1990)

6. See Kiryu, Note 2.

7. Yi, Ki-Baek. *A New History of Korea*, Cambridge, Mass., Harvard University Press, 1984. pp367-69.

8. Kim, Chan-Jung. *Ihojin wa Kimigayo-maru ni Notte - Chosenjin-gai Ikaino no Keisei-shi [Aliens took ship named Kimigayo-maru: the history of Korean Town Ikaino]* Tokyo, Iwamani, 1985. pp147-163.

9. Shimizu, Shozo. *Senso to Toshokan [War and Libraries].* Tokyo, Shiraishi Shoten, 1977. pp39-40.

10. Sakota, Keiko and Hayashi, Masao. "Kokyo Toshokan to Gaikokugo Shiryo - Kokusaika e no Shiza: Toritsu Chuo Toshokan no Chugokugo Chosengo Shiryo no Keiken kara no Teigen" [Public Libraries and Foreign Language Materials - a viewpoint to internationalization: a proposal from the experience of Chinese and Korean Language Materials of Tokyo Metropolitan Central Library] *Tokyo Toritsu Chuo Toshokan Kenkyu Kiyo*, No.20 (March 1989) pp63-101.

11. Iwasawa, Yuji. "Legal Treatment of Koreans in Japan: The Impact of International Human Rights Law on Japanese Law" *Human Rights Quarterly*, Vol.8,no.2 (1986) pp131-179.

12. Byun, Hee-Jae & Chun, Chul-Nam. *Ima Chosen Gakko de - Naze Minzoku Kyoiku ka - [In Korean Schools: Why Ethnic Education?]* Tokyo, Chosen Seinensha, 1988.

13. "The Osaka Chosen Kokyu School is a senior high school with students who are North Koreans residing in Japan. The volleyball team of this school was permitted participation for the first time in the spring sports meet of the National Senior High School Athletic League (Kotairen). Partway, however, the school was told to drop out. The notice banning the team from further participation was received by the school immediately after its team had won the first elimination match. It must have been a big blow to the students, who had their long-cherished participation approved and who had been so happy... Only those schools designated as 'schools' under Article 1 of the School Education Law can become Kotairen members, and the Chosen Kokyu School is not a regular 'school' but a 'miscellaneous school'... It is most regrettable that they must tell students, who were born and grew up in Japan and who are engaged in the same sport, that they cannot play against Japanese students. The question of the teachers, 'Why can't they participate?' is simple and healthy." -- *Asahi Evening News*, June 27, 1990.

14. Kinbara, Samon &c. *Nihon no Nakano Kankoku Chosenjin, Chugokujin - Kanagawa Kennai Zaiju Gaikokujin Jittai Chosa Yori - [Koreans and Chinese in Japan - Results of a Survey on Foreign Residents in Kanagawa Prefecture -]* Tokyo, Akashi Shoten, 1986. pp173-217.

15. Kim, Yang-Kee. *Kankokujin ka Nihonjin ka, Imakoso Zainichi Doho no Bunka no Sozo o [Korean or Japanese? Let's Create Our Own Culture of Korean Residents in Japan]* Tokyo, Saimaru Shuppankai, 1986.

16. For full text of resolutions and a comment of Mr. M. Foster on the background of the resolutions, see *Journal of Multicultural Librarianship*, Vol.1,no.2 (Nov. 1986). pp45-48.

17. *Journal of Multicultural Librarianship* Vol.2,no.2 (March 1988) pp41-42

18. Extracted from the introduction of the *Questionnaire on Multicultural Library Services* of Japan Library Association.

19. Kawamura, Hiroshi. "Tabunka Service Jittai Chosa (1988) no Bunseki" [An Analysis of the Result of a Survey on Multicultural Library Services in Japan] *Gendai no Toshokan [Libraries Today]* Vol.27,no.2 (June 1989) pp118-125 & Vol.27,no.4 (Dec. 1989) pp254-58.

20. Mr. Shigeru Kayano, the founder of Ainu Minzoku Shiryokan [Nibutani Ainu Heritage Museum], has been hoping to have a complete archive on Ainu population published in the world within his museum. He is threatened with deportation from his homeland, where the largest Ainu village exists, by the local government for the sake of building a new dam across the river nearby the village. He claims that no other country in the world denies the right of indigenous populations to get their fishes from the river nearby their home.

21. See Kinbara &c., Note 14.

22. Kim, Hong-Nack. *"The Korean Minority in Japan" Korea and World Affairs: a Quarterly Review*, Vol.14,no.1 (Spring 1990) pp111-136.

23. For detailed analysis of the impact to Japanese Laws, see Iwasawa, Note 11.

24. Nihon Toshokan Kyokai Toshokan Seisaku Tokubetsu Iinkai. *Koritsu Toshokan no Ninmu to Mokuhyo: Kaisetsu [The Role and Purpose of Public Libraries: Annotation]* Tokyo, Nihon Toshokan Kyokai, 1989.

25. In *Toshokan Zasshi [The Library Journal], Gendai no Toshokan [Libraries Today], Toshokan-Kai [The Library World]* and *Minna no Toshokan [Everyone's Library]*, several collections for Korean residents are reported.

26. "Zainichi Gaikokujin Ryugakusei no Tameno Toshokan Service - Tabunka Shakai Toshokan Service o Mezashite -" [Library Services to Foreign Residents and Students from Abroad; Toward Multicultural Library Services], *Toshokan-Kai [The Library World]* Vol.41,no.5 (Jan. 1990) pp217-19.

27. For subscription, contact to:

Prof. Yoko Fukai
Hannan University
5, Amami Higashi
Matsubara-shi 580
Osaka, Japan

28. Tsuzuki, Hanimasa. "Ainu-go Shiryo Shushu no Kinkyusei to Ethnic Library no Hitsuyosei ni Tsuite - Hokkaido Biratori-machi Nibutani de Mananda Koto [On Urgent Needs of Making an Archives in Ainu Language and the Demand of Ethnic Libraries; what I have learned in Hokkaido Biratori-machi Nibutani] *Toshokan Zasshi [The Library Journal]* Vol.82,no.3 (March 1988) pp155-57.

29. *The Japan times.* May 27, 1990.

30. Hebert, Francoise &c. *Multilingual Talking Books in Ontario Public Libraries: a Project Conducted for the Toronto Public Library in Collaboration with the Ontario Ministry of Culture and Communications.* Toronto, The Ministry, 1989.